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Ohio State Univ., Columbus. Center for Vocational and Technical Education.

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Descriptors-*Annotated Bibliographies, Clearinghouses, *Educational Research, Information Dissemination, Resource Materials, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students and Student Personnel Services, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 009 563). (CD)

ED033247

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

FALL 1969

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT009622

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Comprehensive and Vocational Education Research, U. S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;
6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESOURCES INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION.

Abstracts of
Research and Related
Materials
in
Vocational and Technical Education

FALL 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ERIC Clearinghouse
The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road, Columbus, Ohio 43210

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PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational and technical education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and for shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education. ARM and AIM give visibility to a document-based information system which constitutes an on-going data bank of research and resource materials in vocational and technical education. Following are some of the benefits derived from this data base:

* A central source of information to be reviewed and synthesized into state-of-the-art papers, critical reviews, interpretive papers, etc.

* A resource which includes different kinds of materials, e.g., instructional materials, descriptive reports, survey reports, dissertations, conference proceedings, program plans or procedures, research reports.

* Provision for availability of primary source materials through the ERIC Document Reproduction Service (EDRS) and/or other distribution agencies.

* A source of bibliographies and a resource for development of bibliographies.

* A source of materials for different user groups (i.e., administrators, supervisors, teacher educators, teachers, legislative and advisory bodies) with information needs in such diverse areas as teaching and learning, manpower needs and requirements, research design and methodology, evaluation.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)[1], the primary publication of the Educational Resources Information Center (ERIC). RIE includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American education.

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[1] Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic $21.00 a year; foreign $5.25 additional. Single copy: Domestic, $1.75. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

In addition to the two quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc., and with reviewing and synthesizing information related to topical areas such as the economies of vocational and technical education.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

INTRODUCTION

Organization of ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Education has two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. These indexes are:

Personal and Institutional Author Index

Document Number Index

Conversion of Document Number Index (VT to ED or MP, ED or MP to VT)

Vocational and Supporting Services Index

Subject and Identifier Index

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

Availability of ARM

ARM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. At this time the four issues for the period Fall 1967 - Summer 1968 and the AIM-ARM Annual Index, 1967-68 are available only on microfiche or facsimile copy. Microfiche or facsimile for all previous issues may be ordered from ERIC Document Reproduction Service (EDRS), The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Please write to EDRS for order forms.

ED 013 336	Fall 1967 ARM	MF - $1.00	or	HC - $10.60
ED 015 335	Winter 1967 ARM	MF - $ .75	or	HC - $ 9.10
ED 016 875	Spring 1968 ARM	MF - $ .75	or	HC - $ 9.10
ED 019 525	Summer 1968 ARM	MF - $1.25	or	HC - $14.15
ED 022 064	AIM-ARM Annual Index, 1967-68	MF - $ .50	or	HC - $ 6.30
ED 022 970	Fall 1968 ARM	MF - $1.25	or	HC - $14.10
ED 027 437	Winter 1968 ARM	MF - $1.00	or	HC - $10.65
ED (See Oct '69 RIE)	Spring 1969 ARM	MF - $1.00	or	HC - $10.40
ED (See Dec '69 RIE)	Summer 1969 ARM	MF - $1.00	or	HC - $10.45

Subscriptions for hard copy may be initiated with the Fall 1968 issue, or subsequent issues. Send order indicating quarter and year that subscription is to begin to:

ERIC Clearinghouse
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

Availability of Materials Reported in ARM

A basic concept of the ERIC system is to make known the availability of the full text of materials abstracted. Most of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. There is an EDRS availability line with each abstract which indicates if a document may be obtained from EDRS. If a document is not available from EDRS, the agency and address from which the document may be obtained is in the resume. Microfiche or facsimile copy must be ordered by ED (ERIC Document) number since EDRS is not set up to respond to requests for materials by subject, author, or title. AIM and ARM indexes can be used to determine ED numbers which relate to problem areas. Always check the most current issue of RIE for the latest price schedules and ordering procedure for microfiche (MF) and facsimile copy, called hard copy (HC).

Materials with ED numbers are announced in Research in Education (RIE) as well as AIM or ARM. These are available as individual documents through EDRS or another source. Documents with VT numbers only are not announced in RIE but are included in AIM and ARM. They are not available as individual documents from EDRS but as part of a VT-ERIC set. Microfiche for an individual document in one of these sets is obtainable only through purchase of the set or from agencies that have this set and have the capability of reproducing microfiche. Reports in these sets are identified in a resume by the phrase MF AVAILABLE IN VT-ERIC SET. The documents are grouped in VT number sequence in the microfiche set for each issue of AIM or ARM. Each set is announced in RIE under a single (ED) number. The Fall 1967 - Summer 1968 Microfiche Collections contain documents with VT numbers only and ED documents. Beginning with Fall 1968, the microfiche set contains the documents which have only VT numbers. Thus the microfiche collection for a particular issue of ARM now contains the items in that issue of ARM which have the statement, MF AVAILABLE IN VT-ERIC SET, in the resume. These sets may be ordered from EDRS. Information to be used in ordering the sets for ARM follows:

ARM Microfiche Collections

ARM	ED Number	Microfiche
Fall 1967	ED 013 338	$25.00
Winter 1967	ED 015 348	$26.25
Spring 1968	ED 016 876	$38.00
Summer 1968	ED 019 526	$72.75
Fall 1968	ED 022 065	$ 5.75
Winter 1968	ED 027 441	$34.25
Spring 1969	ED (See Oct '69 RIE)	$25.00
Summer 1969	ED (See Dec '69 RIE)	$26.75

It should be noted that organizations which have standing orders with EDRS for the total microfiche collections in RIE will automatically receive the ARM and AIM microfiche collections. If an organization wishes to order only the materials abstracted by VT-ERIC which are announced in RIE and are on microfiche, a standing order may be initiated with EDRS for a VT-ERIC package. This package will automatically include the ARM and AIM microfiche collections. Contact EDRS for information about cost of current or retrospective VT-ERIC packages.

Availability Key for Materials Reported in ARM

Accession Number	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided that the information is shown on EDRS price line.
ED appears with reference to an RIE issue (e.g., ED (See Aug '69 RIE)	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.

Items not available through EDRS or in a VT-ERIC set will usually have a source of availability cited on the availability line in the abstract.

ERIC Document Reproduction Service (EDRS)

The ERIC Document Reproduction Service (EDRS) is operated by The National Cash Register Company. Request order forms from:

EDRS
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

Prices for microfiche and/or hard copy undergo occasional changes which become effective when announced in Research in Education. EDRS prices cited in AIM and ARM reflect the prices in effect at the time of publication. Retrospective use of AIM and ARM require attention to the most recent price schedules and ordering information which is available in a current issue of RIE.

Scope of the Clearinghouse

The Clearinghouse on Vocational and Technical Education is responsible for acquiring, processing, and disseminating research reports, instructional materials, information analysis products and other resource materials related to vocational and technical education. In addition to this general area, coverage includes the specific occupational fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, and new sub-professional fields. The clearinghouse scope also encompasses the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. The following subject categories when specifically oriented to vocational-technical education and its related fields are included in the scope of the clearinghouse: administration and supervision, curriculum, employment and occupations, evaluation and measurements, facilities and equipment, historical studies, individuals with special needs, instructional materials and devices, philosophy and objectives, research design and development, occupational guidance and other student personnel services, students, teachers, teacher education, teaching and learning.

Acquisitions

The adequacy of information in this publication, as well as other services of this Clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at the Center.

Abbreviations

AIM	Abstracts of Instructional Materials in Vocational and Technical Education
ARM	Abstracts of Research and Related Materials in Vocational and Technical Education
ED	ERIC Document
EDRS	ERIC Document Reproduction Service
ERIC	Educational Resources Information Center
HC	Hard copy
MF	Microfiche
RIE	Research in Education
VT	Vocational-Technical

SAMPLE RESUME

Accession Number--an identification number sequentially assigned to reports as they are processed.

Author(s)--the individual(s) who prepared the report.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

Report Number

If item cited appeared originally in a journal, a journal citation would appear here.

Publication Date

Total number of printed pages in the report, including cover and appendices.

Identifier--acronyms, geographical areas, conferences, organizations, tests (e.g. Binet), etc. Only the major identifiers preceded by an asterisk are printed in the index.

Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

VT 004 376 ED 020 326

Asbell, Bernard

New Directions in Vocational Education, Case Studies in Change.

Office of Education (DHEW), Washington, D.C. Bureau of Research

EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.

OEC-1-6-004-32-0432

OE-80047

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80047, $.30).

Pub Date - 67 61p.

*CASE STUDIES (EDUCATION); ADOPTION (IDEAS); *EDUCATIONAL CHANGE; TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; AREA VOCATIONAL SCHOOLS; SLOW LEARNERS; PARAMEDICAL OCCUPATIONS; OCCUPATIONAL CLUSTERS; POST SECONDARY EDUCATION; EDUCATIONAL INNOVATION

SAN FRANCISCO; CALIFORNIA; *RICHMOND PRETECHNICAL PROGRAM; OHIO; GEORGIA; PHEONIX; ARIZONA; QUINCY; MASSACHUSETTS

In recent efforts of the U.S. Office of Education to bridge the gap between development and adaptation of educational practice visibility has been given to communities which have introduced new curriculums, teaching methods, and institutional patterns. Five locally initiated programs which have attempted to provide a flexibility of the educational system........................ ....and education leaders at state and local levels. Quincy, Massachusetts, is an example of a city in which vocational education has shifted from training for a single skill to preparing individuals for a cluster of occupational skills. (JM)

If ED is followed by numbers, item has been announced in Research in Education. If ED is not followed by numbers, the issue of RIE in which the abstract is scheduled to appear follows the ED prefix.

Title of report.

Institutional Source--the organization responsible for the report.

Sponsoring Agency--would appear here if different than Institutional Source.

Grant Number and Program Area Number would also appear on this line.

Commercial, institutional, and other sources of availability if known at time of printing. Cost is included.

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Abstractor's Initials.

Availability Key for Materials Reported in ARM

Accession Number:	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line.
ED appears without a number	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.

Items not available through EDRS or in a VT-ERIC set will usually have a source of availability at the end of the abstract.

ERRATA

1. VT 004 592 appearing on page 695 of ARM Summer 1969 should be VT 004 952.

2. VT 004 971 appearing on page 751 of ARM Summer 1969 lists availability as "MF AVAILABLE IN VT-ERIC SET". This statement should be "DOCUMENT NOT AVAILABLE FROM EDRS". Copies of the document are available from:

   Institute for Community Development
   and Services,
   Continuing Education Service,
   Michigan State University,
   East Lansing, Michigan 48823.

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ADMINISTRATION
AND SUPERVISION
SECTION

VT 000 458 ED 022 838
Orzech, David, Ed.
Joint Programs in Vocational Rehabilitation; Proceedings of a Regional Institute Sponsored by San Francisco State College (San Francisco, November 23-25, 1964).

San Francisco State Coll., Calif.
Vocational Rehabilitation Administration (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.05
Pub Date - 66 59p.

*CONFERENCES; *VOCATIONAL REHABILITATION; *FINANCIAL SUPPORT; *STATE FEDERAL SUPPORT; FINANCIAL POLICIES; LEGAL PROBLEMS; *PROGRAM ADMINISTRATION; ADMINISTRATIVE POLICIES; COOPERATIVE PLANNING; PHYSICALLY HANDICAPPED

Representatives of the State vocational rehabilitation agencies and other public agencies in the field of health, welfare, and education for all the States in Region IX attended the conference. The pros and cons of joint programs (Federal-State and funds from any unit of State or local government) in vocational rehabilitation and the requirements to be met are discussed. Reports included are: (1) "Regional Review of Programs Involving Third Party Funds," by Phillip Schafer, (2) "Administrative and Fiscal Aspects of the Use of Third Party Funds in Joint Programs," by Emiley M. Lamborn, (3) "Legal Aspects of the Use of Third Party Public Funds in Joint Programs," by Joel Cohen, and (4) "Vocational Rehabilitation of Disabled Youth Through Cooperative Programs: The Texas School, DVR Joint Programs," by Doyle Best. The appendixes include two Vocational Rehabilitation Memorandums entitled "The Use of State Funds Derived from Public Sources for Matching Purposes," and "Cooperative Programs for the Rehabilitation of Disabled Youth of School Age." (PS)

VT 001 521 ED 024 756
International Trade Union Seminar on Active Manpower Policy, (Vienna, September 17-20, 1963). Final Report. International Seminars 1963-1.

Organisation for Economic Cooperation and Development, Paris (France). Social Affairs Div.
EDRS PRICE MF-$0.75 HC-$8.45
Organisation for Economic Co-operation and Development, Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 (without charge).
Pub Date - 64 167p.

*SEMINARS; *LABOR UNIONS; *ADMINISTRATIVE POLICY; *MANPOWER DEVELOPMENT; CONFERENCE REPORTS; INTERNATIONAL ORGANIZATIONS; ATTITUDES; LABOR ECONOMICS; ECONOMIC CLIMATE; *MANPOWER UTILIZATION; SOCIAL INFLUENCES
*TRADE UNION SEMINAR ON ACTIVE MANPOWER POLICY; UNITED STATES; GREAT BRITAIN; FRANCE; ITALY; EUROPEAN ECONOMIC COMMUNITY

This seminar provided for exchange of current experiences and views on active manpower policy by management and trade unionists in the member countries of the Organisation for Economic Cooperation and Development. The present volume consists of a report of the proceedings, the conclusions reached by the participants, and reprints of the three background reports prepared for the seminar. The papers and discussion provide an intimate appraisal of important aspects of manpower policies and activities within the member countries. The backgrounds reports were: "Economic and Social Implications of an Active Manpower Policy" by E. Wight Bakke, "Comparison of National Manpower Policies" by Franz Lenert, and "The Trade Union Attitude Towards an Active Manpower Policy" by Herman Beermann. (CH)

VT 001 532 ED 026 453
Accreditation in Dental Hygiene.

American Dental Association, Chicago, Ill.
National Commission on Accrediting, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.20
Pub Date - Mar64 2p.

*ACCREDITATION (INSTITUTIONS); *DENTAL HYGIENISTS; *DENTAL ASSOCIATIONS; *HEALTH OCCUPATIONS EDUCATION; PROFESSIONAL EDUCATION; POLICY; *STANDARDS
AMERICAN DENTAL ASSOCIATION; COUNCIL ON DENTAL EDUCATION; AMERICAN DENTAL HYGIENISTS ASSOCIATION

The Council on Dental Education cooperates with the American Dental Hygienists' Association in developing educational requirements for schools of dental hygiene. To be eligible for accreditation, schools must operate on a non-profit basis. A school applying for accreditation completes a previsitation questionnaire concerning its program. The visiting team includes two members of the Council of consultants to the Council; one Council staff member; and observers who may include a representative from the state examining board, a representative of the American Dental Hygienists' Association, and a generalist representing the regional accrediting association upon invitation of the school. The visit averages one and one-half days during which time the team meets with the program director, faculty members, and students; audits classes; visits clinical facilities; and studies files, course outlines, class schedules, teaching plans, and student laboratory experience. Reports and recommendations of the team are acted upon by the Council which grants accreditation, provisional accreditation, or no accreditation. (JK)

VT 001 552
Simonds, Harry E.
A Report and Description of the Apprentice Education Program in Los Angeles Colleges and Adult Schools, 1965-66.

Los Angeles City Schools, Calif. Div. of College and Adult Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 48p.

*APPRENTICESHIPS; *ADMINISTRATOR GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *PROGRAM DESCRIPTIONS; JUNIOR COLLEGES; HIGH SCHOOLS; ADULT VOCATIONAL EDUCATION; EDUCATIONAL ADMINISTRATION
LOS ANGELES

The purpose of this report is to provide basic information about major areas of apprentice education that concern school personnel. Topics presented are (1) personnel practices, (2) financial support, (3) apprenticeship and advisory committees, (4) equipment and supplies, (5) instructional materials, (6) programs of instruction, (7) government agencies, (8) manpower training problems, trends, and changes, and (9) administrative challenges. The appendix contains information about: (1) district staff appointment to committees, (2) committee meeting frequency, (3) number of classes, and (4) enrollment. (EM)

VT 001 559
The Florida Study of Vocational-Technical Education. General Summary and Recommendations.

Florida State Dept. of Education, Tallahassee
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 10Dec64 43p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *SCHOOL SURVEYS; HIGH SCHOOLS; ADULT EDUCATION; *EDUCATIONAL PLANNING; AREA VOCATIONAL SCHOOLS; *EDUCATIONAL NEEDS; JUNIOR COLLEGES; PROGRAM IMPROVEMENT; EDUCATIONAL ADMINISTRATION; EDUCATIONAL FINANCE
FLORIDA

This study analyzes available current data that should be of assistance to those who are charged with the development of the State's program of vocational, technical, and general adult education. The state's population growth, employment opportunities, occupational education programs, facilities for occupational education, financing of vocational programs, and the organization and administration of vocational, technical, and general adult education were studied. Estimated needs for occupational education at the high school level included a 100 percent increase in operating expenditures immediately, an annual increase of $1,000,000 to maintain the program, and an expenditure of approximately $79,000,000 to construct shops and laboratories during the 1964-65 school year. Cost of needed facilities for junior colleges was approximately $6,000,000 for the 1965-66 school year with an increase of $2,000,000 per year through 1969-70. Recommendations are presented for a state-wide occupational education program. Guidelines for determining the location and development of area vocational education schools in Florida are listed under the following classes of criteria: (1) population, (2) employment opportunities, (3) present patterns of organization and legal provisions, (4) present and needed financial structure, attitude of public, and facilities. (PS)

VT 001 599
Office Education in California.

California State Dept. of Education, Sacramento
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 15p.

*OFFICE OCCUPATIONS EDUCATION; *STUDENT ENROLLMENT; *HIGH SCHOOLS; *JUNIOR COLLEGES; *OCCUPATIONAL INFORMATION; SCHOOL SURVEYS
CALIFORNIA

Office education offers preparation for careers in office occupations through a program to provide initial, refresher, and upgrading skills leading to employment and advancement in office careers. This report includes a definition and objectives of office education, enrollment data in office education in high schools and junior colleges of California for 1956-57 and 1961-62, examples of occupations and office education programs at the high school and junior college levels, and services provided by the Bureau of Business Education of the California State Department of Education. A comparative study of the 1956-57 and 1961-62 enrollments in office education courses in California public high schools showed an increase of 49 percent in skill courses and an increase of 44 percent in basic business courses. The enrollments in junior college accounting and business data processing courses increased 76 percent. During the same period, secretarial, clerical, and machine subject enrollments in junior colleges increased 44 percent, and basic business enrollments increased 76 percent. (PS)

VT 001 687
Vocational Education for New Jersey Today. Summary Report.

Committee to Study Vocational Education in New Jersey
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 20p.

*VOCATIONAL EDUCATION; HIGH SCHOOL STUDENTS; PROGRAM PLANNING; STUDENT ENROLLMENT; *EMPLOYMENT OPPORTUNITIES; *STATE SURVEYS; *EDUCATIONAL NEEDS; *EMPLOYMENT PATTERNS; POPULATION TRENDS
NEW JERSEY

This report documents the needs in New Jersey for vocational education by these statistics: (1) employment status, July 1963, (2) education outlook by 1970 for every 10 students enrolled in school, (3) percent change in employment in New Jersey, 1960-1970, (4) public high school vocational-technical education enrollment, 1962-1963, and (5) 1962-1963 investment in vocational education. From the information presented the committee concluded that vocational education is not available to all who need it and that New Jersey needs to offer vocational education to 60 percent of its youth. General recommendations were to provide programs with a solid occupational foundation built on knowledge of present job opportunities and projected future needs and to make training opportunities equally available to all regardless of race, sex, or place of residence. Specific recommendations included: (1) every local school district must make the tuition payment to permit students to attend another school district in order to receive desired public vocational education, and (2) Maximum state aid for vocational-technical evening school programs must be increased from $10,000 to $20,000. (SL)

VT 001 688
Regulations Governing the Establishment and Operation of the Program of Industrial and Technical Education as Authorized by the 1961 General Assembly.

South Carolina General Assembly, Columbia
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 2Dec64 9p.

*TECHNICAL EDUCATION; *EDUCATIONAL LEGISLATION; ADVISORY COMMITTEES; *VOCATIONAL EDUCATION; ADMINISTRATOR RESPONSIBILITY; *STATE STANDARDS; SCHOOL LOCATION; SCHOOL FUNDS; *TECHNICAL OCCUPATIONS
SOUTH CAROLINA

Instruction in technical education in South Carolina is designed to prepare individuals for entering into or progressing in their present employment in industrial or technical pursuits or designed to improve conditions which result in improved citizenship. Listed are: (1) types of instruction, (2) types of schools, (3) administrative responsibilities, (4) provisions, criteria, and procedure for determining location of schools, (5) eligibility of students, (6) consultative services, (7) length of term and attendance day for technical schools, (8) fiscal procedures, and (9) qualitative standards. An appendix contains specific regulations concerning area committees for technical education centers. (MS)

VT 001 695
Program Practices in Connecticut Vocational-Technical Schools. Bull-30.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul65 48p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *STATE PROGRAMS; PROGRAM ADMINISTRATION; *ADULT EDUCATION; INSTRUCTIONAL PROGRAMS; *SECONDARY EDUCATION
CONNECTICUT

The Connecticut vocational-technical school program consists of 14 regional schools offering essentially a minimum 3-year course beyond the ninth grade as well as adult and post-secondary courses. The information presented ranges from the instructional program to student attire. The main sections are as follows: (1) program of Connecticut vocational-technical education (discusses philosophy of vocational education, out-of-state student tuition, and institute evening program), (2) adult services (discusses foreman training and extention courses), (3) instructional program (discusses school calendar schedule, admission practices, and expulsion), (4) the instructional materials development program (discusses program study committee and curriculum development program), (5) professional staff (discusses staff promotions, teacher certification, and substitute teachers), and (6) general practices (discusses student insurance, fire drills, and emergencies). (SL)

VT 001 696 ED 018 605
Guidelines for Vocational Education Programs in Nebraska Public Schools.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education
EDRS PRICE MF-$0.25 HC-$2.65
NSDE-DVE-Bull-1
Pub Date - Jul66 51p.

*VOCATIONAL EDUCATION; OCCUPATIONAL GUIDANCE; SCHOOL CONSTRUCTION; EDUCATIONAL FINANCE; *PROGRAM GUIDES; PROGRAM ADMINISTRATION; GUIDELINES; TEACHER QUALIFICATIONS; WORK STUDY PROGRAMS; FEDERAL AID; COOPERATIVE EDUCATION; STATE PROGRAMS

Procedures which local public schools must follow for participation in programs authorized under federal vocational education acts are presented. The guidelines cover (1) state organization, (2) program of vocational instruction, (3) ancillary services and activities, (4) construction with specific application to area vocational schools, (5) a work-study program, (6) financial participation, (7) vocational guidance and counseling, and (8) specific programs such as agricultural education, vocational distributive education, vocational home economics, trade and industrial education, vocational business and office education, health occupations education, technical education, diversified occupations education, and special vocational needs. Objectives, occupations to be served, instruction, supervised experiences, qualifications of teachers and local supervisors, facilities, and other relevant topics are given for each of the educational programs. A list of application and claim dates is included. (MS)

VT 001 702
Plan for Area Development of Vocational and Technical Education in Wisconsin.

Wisconsin State Board of Vocational and Adult Education, Madison
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 11Nov63 13p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; ADULT VOCATIONAL EDUCATION; *ADMINISTRATOR GUIDES; *PROGRAM DEVELOPMENT; POST SECONDARY EDUCATION; *AREA VOCATIONAL SCHOOLS; SECONDARY SCHOOLS; *STATE PROGRAMS
WISCONSIN

Additional programs in vocational and technical education need to be developed in the state of Wisconsin. Some objectives of vocational education are: (1) to provide all people within the state with an opportunity to participate in vocational, technical, and adult education on an equal basis, (2) to achieve the highest quality of educational programing and service available, (3) to make use of all available resources, (4) to utilize and present facilities, staff, and programs as the basis for development, and (5) to improve organizational and administrative structure through closer coordination and cooperation. Area schools and development of "state oriented programs" are two suggested solutions for many problems. Five basic programs existing now in Wisconsin Vocational, Technical, and Adult Schools are: (1) programs for compulsory age youth not in high school, (2) part-time adult day classes, (3) part-time adult evening classes, (4) instruction for related apprentices and full-time post high school programs, and (5) a cooperative program at the local level. All services can and must be improved and expansion should be provided on a wider geographic basis. Plans to realize such aims are approached by these means: (1) legislation of district reorganization, tuition, and state aid, (2) new state and federal aid policies, (3) establishment of standards, (4) administration and supervision, and (5) improved cooperation. Specific schools in Wisconsin are listed as to their standing or anticipated date of approval for participation in the approved degree program. (MS)

VT 001 718 ED 018 606
Young, Raymond
Citizens' Survey of Shiawassee-Cinton County, Vocational-Technical Feasibility Study.

Shiawassee-Clinton Area Vocational-Technical Study Committee, Mich.
Michigan Univ., Ann Arbor. Bureau of School Services
EDRS PRICE MF-$0.75 HC-$8.45
Pub Date - Jun66 167p.

*VOCATIONAL EDUCATION; *AREA VOCATIONAL SCHOOLS; SURVEYS; ADULT VOCATIONAL EDUCATION; POST SECONDARY EDUCATION; *EDUCATIONAL NEEDS; *FEASIBILITY STUDIES; STUDENT ATTITUDES; PARENT ATTITUDES; EMPLOYER ATTITUDES; GRADUATE SURVEYS; GRADE 5; GRADE 12; EDUCATIONAL INTEREST; HIGH SCHOOL GRADUATES; HIGH SCHOOLS; CURRICULUM
MICHIGAN; SHIAWASSEE COUNTY

The needs for vocational-technical education in the Shiawassee-Clinton Area of Michigan were determined from questionnaire responses from 1,146 seniors of 1965, 416 graduates of 1966 and 1962, 1,034 parents of fifth graders, and 250 business firms. Existing course offerings were determined from course titles in area high schools. Analysis of data showed that current vocational offerings were inadequate, that occupational education was needed at the high school and post-high school levels, and that programs were needed for: (1) service occupations, (2) nursing, (3) drafting and design, (4) business administration and salesmanship, (5) secretarial-clerical-office, (6) laboratory technology, (7) commercial art, (8) cosmetology, (9) automotive mechanics and technology, (10) agriculture, (11) electrical and electronic technology, (12) trade apprenticeship training, (13) law enforcement, (14) preprofessional and liberal arts, (15) mechanical technology, (16) data processing, (17) medical technology, (18) welding and maching shop, (19) general self-improvement and job upgrading, and (20) industrial technology and supervision. Recommendations concerned establishing a community college-area vocational technical center, authorizing a local levy to finance the facility, locating the facility, and administering the facility through an elected Board of Trustees. Eighty-four tables of data are included. (MS)

VT 001 728
Plan for Area Vocational-Technical Education in Jackson County.

Jackson Community Coll., Mich.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 1Jul65 33p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *PROGRAM ADMINISTRATION; *CURRICULUM; EDUCATIONAL FINANCE; POST SECONDARY EDUCATION; PHYSICAL FACILITIES; POPULATION TRENDS; SECONDARY EDUCATION; *EDUCATIONAL PLANNING; STUDENT ENROLLMENT; EMPLOYMENT PATTERNS; ADULT VOCATIONAL EDUCATION; MANPOWER NEEDS
JACKSON COUNTY; MICHIGAN

This plan was to assist the educational units to do the following: (1) maintain, extend, and improve programs of vocational education, (2) develop new programs of vocational education, and (3) provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis. These educational opportunities are also to be made available to adults. The topics discussed include: (1) employment needs, (2) population information, (3) types of vocational education classes, (4) procedures, (5) program of instruction, (6) plan for administration, (7) initial physical facilities, and (8) funding. (SL)

VT 001 795 ED 019 401
Education and Training, Passport to Opportunity. Fourth Annual Report...to the Congress on Training Activities Under the Manpower Development and Training Act.

Department of Health, Education and Welfare, Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L2.3:1468, $.45).
Pub Date - 66 94p.

*FEDERAL PROGRAMS; *VOCATIONAL EDUCATION; *MANPOWER DEVELOPMENT; *PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; FEDERAL LAWS; ANNUAL REPORTS; MINORITY GROUPS; UNEMPLOYED; TEACHER RECRUITMENT; TEACHER EDUCATION; VOCATIONAL RETRAINING; ADULT BASIC EDUCATION; STUDENT ENROLLMENT; STUDENT CHARACTERISTICS; *EDUCATIONAL OPPORTUNITIES; VOCATIONAL TRAINING CENTERS; STATISTICAL DATA; PROGRAM COORDINATION; PROGRAM IMPROVEMENT
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

This report presents the quantitative and qualitative dimensions of the Manpower Development and Training Act programs for 1965. From August 1962, when training under the Manpower Act began, through December 1965, more than 10,000 institutional, on-the-job, and experimental and demonstration projects were approved to serve over 625,000 people. The Manpower program operates in all 50 states and in four territories. Institutional training is the largest segment of the training program. By the end of 1965, approval had been given to 7,625 institutional projects to train 435,700 persons, and more than 345,000 had been enrolled. In addition, almost 3,000 on-the-job training projects had been approved for 104,000 men and women, and 164 experimental and demonstration projects for 88,000 trainees. The total number of persons approved for training exceeds the original goals set by the Congress for the first 3 years of the Act. Manpower training centers have been developed in an attempt to solve the practical problems of training many people with diverse characteristics in a variety of jobs in an economical manner. The skill centers promise to be one of the most efficient and flexible instruments for Manpower training. The overall performance of the Manpower program has been satisfactory. The cumulative placement rate through 1965 was 74 percent. The appendix includes 28 tables of statistical data. (HC)

VT 001 797 ED 019 402
The Vocational Education Act of 1963.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
OE-80034
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80034).
Pub Date - 65 33p.

*VOCATIONAL EDUCATION; *FEDERAL LAWS; *FEDERAL PROGRAMS; FEDERAL AID; FEDERAL STATE RELATIONSHIP; *EDUCATIONAL PROGRAMS; WORK STUDY PROGRAMS
*VOCATIONAL EDUCATION ACT OF 1963

The Vocational Education Act of 1963 was enacted by Congress to offer new and expanded vocational education programs to bring job training into harmony with the industrial, economic, and social realities of today and the needs for tomorrow. The Act is comprehensive. It is available to and concerned about unemployed and employed workers of all ages at all levels for all fields in both rural and urban areas. The Act requires each state and community to plan flexible vocational education programs which are compatible with changes occurring in the economy and the world of work. It cannot become obsolete--the machinery for keeping it flexible and up to date is built into it. It is concerned with quality education--wise choices by the students, teacher training, the supply of materials and equipment, and research on problems and a search for solutions. By the amendments it makes in the earlier acts, it coordinates the new and old into parts of a whole. State rights to control their own educational systems are respected. The Act gives authority for appropriations for (1) a permanent program covering vocational education for persons in four categories, construction of area facilities, ancillary services and facilities, and research and training programs, and (2) two 4-year programs including work-study programs and residential vocational education schools. Other subjects discussed are payments to the states, state plans, labor standards, national advisory bodies, and acts of Congress affecting vocational education. (WB)

VT 001 819 ED 019 406
Regional Conference Summaries, 1966.

Office of Education (DHEW), Washington, D.C., Div. of Vocational and Technical Education
EDRS PRICE MF-$0.25 HC-$2.95
Pub Date - 66 57p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *CONFERENCES; *STATE PROGRAMS; PROGRAM EVALUATION; PROGRAM IMPROVEMENT; *EDUCATIONAL PROBLEMS; PROGRAM COORDINATION; PROGRAM PLANNING; OCCUPATIONAL GUIDANCE; EDUCATIONAL FINANCE; EDUCATIONAL RESEARCH; TEACHER EDUCATION; ADVISORY COMMITTEES; GEOGRAPHIC REGIONS

An average of 200 teacher educators, state directors, laymen, and representatives of various agencies attended each of nine regional conferences conducted throughout the United States to discuss the influence of social and economic changes and problems in planning and conducting vocational and technical education programs. Major speeches presented in summary form are: (1) "The Role of Vocational Education in Generating Occupational Competence for the Future" by N.H. Frank, (2) "Occupational and Technical Education in a Changing Society" by F.C. McLaughlin, (3) "The Computer--Horsepower or Brainpower" by L.T. Rader, (4) "Career Guidance and the South" by F.C. Robb, (5) "The Collapse of American Public School Education" by

P.M. Hauser, (6) "Opportunities for Regional Economic Progress" by C. Kimball, (7) "The Role of Vocational-Technical Education in Meeting the Needs of the Work Force in Our Changing Economy" by J.L. Ingle and Ernest P. Mills, and (9) "Manpower Development--The Roles of Government and Industry" by P.B. Swain. Seventeen critical issues in vocational and technical education, identified by headquarters, regional, and state personnel were discussed by conferees at all regional conferences. Summaries of interest group reports are included for fiscal planning, manpower development and training, persons with special needs, research, evaluation, teacher education, guidance, state board and advisory committees, agricultural education, home economics education, trade and industrial education, technical education, office and business education, distributive and marketing education, and health occupations education. (WB)

VT 001 820 ED 019 407
Arnold, Walter M.
Statement Before the General Subcommittee on Education of the Subcommittee on Education and Labor, House of Representatives, Thursday, June 9, 1966.

EDRS PRICE MF-$0.25 HC-$2.85
Pub Date - 9Jun66 55p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *FEDERAL LAWS; *FEDERAL PROGRAMS; FEDERAL AID; *EDUCATIONAL OPPORTUNITIES; ADULT VOCATIONAL EDUCATION; HIGH SCHOOLS; POST SECONDARY EDUCATION; AREA VOCATIONAL SCHOOLS; PROGRAM COSTS; PROGRAM EVALUATION; PROGRAM DESCRIPTIONS; EDUCATIONAL NEEDS
*VOCATIONAL EDUCATION ACT OF 1963

The enactment of the Vocational Education Act of 1963 provided a new philosophy in vocational education which is resulting in a major expansion and redirection of the program across the nation. The administration of the program has evolved into a systematized approach and procedure with significant feedback into the system to provide constant change and improvement. All states and territories have developed plans for incorporating all vocational education acts. The annual reporting system has been revised, evaluation at federal, state and local levels has been planned, and the research program is operating at both federal and state levels. The Federal Government currently provides funds for vocational education in approximately two-thirds of the country's public secondary schools which enroll 5.4 million students including adults. Local, state, and federal expenditures for vocational education in fiscal 1965 was nearly 563 million dollars. Progress has been made in achieving the purposes for which funds may be expended: (1) vocational education for persons attending high school, for those who have completed or left high school, for training or retraining for those already in the labor market, and for those who have handicaps preventing their success in regular vocational programs, (2) construction of area vocational schools, and (3) provision of ancillary services. Other achievements have been in developing curriculums, training guidance personnel, and relating programs to manpower needs. There is still a need for state leadership personnel, both in quantity and quality. As a result of revised Smith-Hughes and George-Barden Acts, development is continuing in agricultural education, home economics, trade and industrial education, technical education, distributive education, and office and health occupations. The work-study program enrolled approximately 85,000 students in fiscal 1966. Congress has not yet appropriated funds for implementing the program of residential vocational schools. Recommendations for improvement will be made following a thorough review of the program. (WB)

VT 001 822 ED 019 408
The Manpower Development and Training Act, Programs and Procedures.

Office of Education Washington, D.C., Div. of Manpower Development and Training
EDRS PRICE MF-$0.25 HC-$0.35
Pub Date - 30Nov66 5p.

*PROGRAM GUIDES; *FEDERAL PROGRAMS; *MANPOWER DEVELOPMENT; VOCATIONAL EDUCATION; VOCATIONAL RETRAINING; ADULT BASIC EDUCATION
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The Manpower Development and Training Act (MDTA), as amended, is designed to deal with the problems of workers facing job displacement, the special problems of the hardcore unemployed, other unemployed and underemployed, and the emergence of skill shortage in certain occupations. The Act is jointly administered by the Secretary of Health, Education, and Welfare, and the Secretary of Labor. These two agencies and the state employment security agencies, state education agencies, and the state apprenticeship training agencies all have distinct program responsibilities. Education and training programs authorized under the MDTA include activities such as projects to improve techniques and methods, brief refresher and reorientation courses for unemployed professional workers, programs for training and education in correctional institutions, and national programs through agreements or direct contracts to provide any education or training program needed to carry out the Act. This bulletin provides information on MDTA program guidelines, development and approval of training project, program limitations, MDTA reports, and national training programs. Sources are listed for information on eligibility to enter MDTA programs, provision of institutional training, on-the-job training, experimental and developmental projects, refresher and reorientation training, and national programs. The legal basis for these programs is P.L. 87-415 (March 15, 1962), P.L. 88-214 (December 19, 1963), P.L. 89-15 (April 26, 1965), and P.L. 89-792 (November 7, 1966). (MC)

VT 001 827 ED 019 409
Area Vocational Education Programs.

American Vocational Association, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.80
Pub Date - 66 34p.

*AREA VOCATIONAL SCHOOLS; *VOCATIONAL EDUCATION; *PROGRAM PLANNING; COOPERATIVE PLANNING; VOCATIONAL SCHOOLS; *PROGRAM ADMINISTRATION

Some of the questions about area vocational programs: what they are, what they can do, and how they are organized, administered and staffed, are reexamined to show how even the smallest communities, through cooperative effort and larger administrative units, can afford the diversified services that provide superior education. Four types of vocational schools are: the shared-time vocational training center, the vocational department in a comprehensive high school, the self-contained vocational and technical school, and the residential vocational and technical school. Experience indicates that the self-contained vocational and technical school is the most effective. In planning an area vocational program, (1) enlist support, (2) secure the advice of the community, (3) assemble facts pertaining to need, and (4) work out plans in detail, perhaps with professional personnel to advise on the size of the service area, structures needed, parking space needed, personnel required, and the curriculum offered. Other topics included are student personnel services, publicity, cooperation with public employment offices, advisory committees, and use of federal funds. (PS)

VT 001 891 ED 019 414
Training Programs of the National Institute of Mental Health.

Public Health Service (DHEW), Washington, D.C.
National Inst. of Mental Health (DHEW), Bethesda, Md. Public Information Section
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
PHS-1283
Superintendent of Documents, US.S Government Printing Office, Washington, D.C. 20402 (FS2.22--MS2/21/966 $.20).
Pub Date - 66 24p.

HEALTH OCCUPATIONS EDUCATION; MENTAL HEALTH PROGRAMS; INSERVICE PROGRAMS; *PROFESSIONAL EDUCATION; *FEDERAL AID; FEDERAL PROGRAMS; *FINANCIAL SUPPORT; HEALTH PERSONNEL; *PROFESSIONAL PERSONNEL; DEMONSTRATION PROGRAMS

The Training Grants Program helps public and private nonprofit institutions meet teaching costs and provides student stipends and tuition for training in psychiatry, psychology, nursing, social work, public health, and research in the biological and social sciences. In addition, it supports (1) pilot and special training projects for developing models for training workers in mental health at all levels, and (2) inservice training for mental health personnel such as attendants, psychiatric aides, and houseparents. Senior stipends are available for special training for (1) senior mental health specialists such as psychiatrists, psychologists, social workers, psychiatric nurses, and mental health research scientists, and (2) other specialists such as pharamacologists, social scientists, hospital administrators, and public health officers. Training grant procedures and allotment amounts, and other support possibilities from the Institute are included. (JK)

VT 001 949 ED 019 422
Wolf, Willard H.
Agri-Business and Services, Report of the Workshop, Program Planning (Agricultural Education 799B), (The Ohio State University, Columbus, June 15-July 1, 1966).

Ohio State Univ., Columbus. Dept. of Agricultural Education
Ohio State Dept. of Education, Columbus. Agricultural Education Service
EDRS PRICE MF-$0.50 HC-$3.30
Pub Date - 66 64p.

*VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *COOPERATIVE EDUCATION; *PROGRAM GUIDES; PROGRAM PLANNING; ORGANIZATION; OCCUPATIONAL SURVEYS; ADVISORY COMMITTEES; PUBLIC RELATIONS; PROGRAM ADMINISTRATION; STATE LAWS; PHYSICAL FACILITIES; STUDENT EVALUATION; ADMISSION CRITERIA; EMPLOYERS; WORKSHOPS
OHIO

Twenty-eight prospective teacher-coordinators, in cooperation with supervisors and teacher education staff personnel, developed a plan of operation and procedure for implementing cooperative occupational experience programs to prepare students for employment in agricultural business and service occupations. Committees of workshop participants developed the sections of the report on (1) the agricultural business and service program in Ohio, (2) organizational procedures, (3) the community or area survey to determine need for trained individuals, (4) the advisory council, (5) an effective public relations program, (6) administrative and operative procedures for foundation unit approval, (7) trainee selection, (8) training center and cooperator selection, (9) state student learner laws and regulations, (10) a training program, (11) facilities and equipment, (12) student performance appraisal, and (13) program records and report. A community survey, publicity plan, student information, student interest, training station selection, training agreement, daily work schedule, performance appraisal, and progress report forms are included. (JM)

VT 001 959 ED 019 423
Nirode, Bernard R.
Experience Programs Conducted in Vocational Horticulture Programs in Ohio High Schools in 1966.

EDRS PRICE MF-$0.25 HC-$2.85
Pub Date - Mar67 55p.

*VOCATIONAL AGRICULTURE; *HORTICULTURE; *WORK EXPERIENCE PROGRAMS; EDUCATIONAL FACILITIES; *TEACHER ATTITUDES; STATE SURVEYS; HIGH SCHOOLS; COURSE CONTENT; STUDENT ENROLLMENT; PROGRAM EVALUATION; QUESTIONNAIRES
OHIO

A study of occupational experiences for vocational horticulture students was designed to determine the kinds of horticulture programs and the types and scope of experience programs offered and obtain teacher appraisals of the experience programs which should be required and the facilities needed to provide satisfactory programs. Of 25 schools offering vocational horticulture, 22 reported 509 students enrolled in vocational horticulture which represented about 4 percent of the total Ohio vocational agriculture enrollment. Ten schools offered 1-year, 7 offered 2-year, 4 offered 3-year programs, and 1 combined the course with agriculture. Nine selected topics were taught in some grade level by at least 70 percent of the teachers, and some topics, such as landscaping, were taught at all grade levels. Experience programs were conducted at home for 51 percent of the students, in cooperating businesses for 27 percent, and at school for 14 percent. No experience program was reported for 8 percent of the students. Teachers recommended 500 square feet for home flower or garden projects and 10,000 square feet for nurseries and 200 hours of experience per year for home and school projects and 300 hours for commercial placement. Recommendations concerned a 2-year minimum length for vocational horticulture programs, use of a curriculum guide to determine the suitable grade level for different topics, experience programs with minimum standards available to all students, and minimum facilities requirements. This is a M.S. field study submitted to the College of Agriculture, The Ohio State University. (JM)

VT 001 964 ED 019 424
Policies and Guidelines for the Training of Dental Auxiliaries.

American Dental Association, Chicago, Ill. Council on Dental Education
EDRS PRICE MF-$0.25 HC-$1.65
Council on Dental Education, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611
Pub Date - Aug66 31p.

*HEALTH OCCUPATIONS EDUCATION; PROGRAM DEVELOPMENT; ACCREDITATION (INSTITUTIONS); *DENTAL ASSISTANTS; *DENTAL TECHNICIANS; *DENTAL HYGIENISTS; *PROGRAM GUIDES; CURRICULUM

Although the dental profession now seeks support for auxiliary training programs from educational institutes other than dental schools, it is concerned that training in nondental school settings such as junior colleges, technical institutes, university extension programs, and post-high school vocational programs prevents trainee exposure to medical and dental personnel in a totally professional environment, may prevent adequate clinical training, and may lead to encroachment by college educators on the profession's right to determine the auxiliary's duties. Council policy will continue to encourage developing new auxiliary training programs in dental school settings but recommends cooperation between dental school and junior college programs. Council policy on auxiliary training programs in nondental school settings covers school accreditation, advisory committees, education and expansion of duties and functions of assistants and hygienists, and Council relationships with accrediting agencies. Guidelines to aid members of the profession and educators outside the profession in developing new programs and facilities for dental hygienists, assistants, and laboratory technicians pertain to (1) professional duties of the auxiliaries, (2) faculty, (3) curriculum, with emphasis upon arrangements for clinical practice, and (4) certification. A description of the Council's accreditation program and a list of related publications available through the Council are included. (JK)

VT 002 064 ED 019 428
Economic Education in the High School, Report of a Business Education Advisory Committee on Economic Education (San Francisco, California, December 13-14, 1966).

California State Dept. of Education, Sacramento. Bureau of Business Education
EDRS PRICE MF-$0.25 HC-$0.95
Pub Date - 66 17p.

*BUSINESS EDUCATION; *ECONOMICS; *EDUCATIONAL PLANNING; HIGH SCHOOLS; *TEACHER ROLE; ADVISORY COMMITTEES

A 25-member committee of business teachers, city supervisors of business education, school district administrators, college professors of business education and economics, and representatives of councils on economic education and the U.S. Office of Education reacted to questions concerning certain problems and issues in economic education, and developed a position paper identifying the role of the business teacher in economics education and a plan for implementing the position paper recommendations. Representative of the eight statements included in the position paper are: (1) Economic understandings are best developed in courses in economics supplemented by a planned fusion of economic concepts in all other appropriate courses in Grades K-12 prior to the capstone course, (2) Courses in economics should be taught by those who are best qualified by preparation, experience, and interest, (3) Business education teachers are in an ideal position to implement and participate in instruction in economic education due to the nature of their preparation and experience in business, and (4) Improvement in instruction in economics should be effected through imaginative new approaches to instructional organization such as flexible scheduling and team teaching. The preliminary pl plan for implementing the recommendations covers distribution of the paper, possible sources of financial and philosophical support, 22 proposed activities for the economic education program, and persons and groups involved in the implementation. A resolution for improving economic education was adopted. A bibliography is included. (PS)

VT 002 103 ED 019 430
Elsbree, Willard S., And Others
A Proposed Long-Range Plan for Occupational and Vocational-Technical Education for Rhode Island, Rhode Island Vocational-Technical Education Development Project. Preliminary Report.

Columbia Univ., New York. Inst. of Field Studies
EDRS PRICE MF-$0.25 HC-$2.30
Pub Date - Mar65 44p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *EDUCATIONAL PLANNING; ADULT VOCATIONAL EDUCATION; *STATE PROGRAMS; EDUCATIONAL NEEDS; EMPLOYMENT TRENDS; HIGH SCHOOLS; STUDENT ENROLLMENT; POPULATION TRENDS; POST SECONDARY EDUCATION
RHODE ISLAND

Economic, employment, population, and school information was analyzed as the basis for a proposed long-range plan for occupational education intended to provide for both immediate and future statewide needs, to make the best use of existing facilities, and to lend itself to rapid implementation. The plan deals with secondary, post-secondary, and adult occupational education. Recommendations concern (1) establishing expanded and articulated programs at both secondary and post-secondary levels, (2) revising the traditional curriculum, (3) recognizing occupational education as an objective of secondary schools equal in importance to college preparation, (4) establishing area schools, (5) developing post-secondary occupational programs in existing junior colleges, (6) utilizing diversified programs to serve out-of-school youth and adults, and (7) developing a center for adult education, curriculum materials development and testing, and educational leadership training at Corliss Park. (EM)

VT 002 123 ED 021 964
Report of a National Seminar on Agricultural Education, "A Design for the Future" (Ohio State University, July 22-August 2, 1963).

Ohio State Univ., Columbus. National Center for Research in Agricultural Education
EDRS PRICE MF-$1.00 HC-$10.00
Pub Date - 63 198p.

*AGRICULTURAL EDUCATION; *PROGRAM EVALUATION; VOCATIONAL EDUCATION; AGRICULTURAL TRENDS; EDUCATIONAL TRENDS; PROGRAM PLANNING; SEMINARS; EDUCATIONAL PLANNING; EDUCATIONAL NEEDS; PROGRAM IMPROVEMENT; *EDUCATIONAL INNOVATION; TEACHER EDUCATION; *PROGRAM DEVELOPMENT; *EDUCATIONAL OBJECTIVES; LEADERSHIP; CONFERENCES; EDUCATIONAL RESEARCH

The seminar objectives were to: (1) become further acquainted with the report of the President's Panel of Consultants on Vocational Education, (2) become familiar with promising developments and innovations in agricultural education, (3) crystallize thinking concerning new directions and orientations for vocational agriculture, (4) examine leadership roles, and (5) develop a suggested agenda for state staff action. The seminar was attended by 76 state supervisors and teacher educators and 22 consultants. Four task force reports were presented on developing effective leadership patterns, research and program development, expansion and extension of programs, and effectively assisting teachers. Consultants and participants presented 23 speeches encompassing various aspects of agricultural and vocational education. A statement concerning the role of agricultural education in the public schools was developed by participants during the seminar. Purposes of agricultural education, according to the statement, are to contribute to the broad educational objectives of the public schools, and to provide education for employment in agriculture. Vocational education in agriculture was recommended for high school students, post-high school youth, working youth and adults, and youth and adults with special needs who may engage in agricultural occupations. (DM)

VT 002 132 ED 019 431
King, Sam W.
Organization and Effective Use of Advisory Committees. Vocational Bulletin No. 288, Trade and Industrial Education Series No. 71.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.25
OE-84009
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.30).
Pub Date - 65 83p.

*ADVISORY COMMITTEES; PROGRAM DEVELOPMENT; PROGRAM GUIDES; ADMINISTRATOR RESPONSIBILITY; *TRADE AND INDUSTRIAL EDUCATION; *PROGRAM PLANNING; *ADMINISTRATOR GUIDES

Education and industry must work as a team and share the responsibility of training the work force vital to the nation's economy. Advisory committees have been useful in meeting this responsibility on the state and national levels. There is a need for more extensive and effective use of such committees on the local level. The purpose of this bulletin is to encourage school administrators to organize advisory committees and to provide a guideline for their effective utilization. General advisory committees serve important functions, and some suggestions for their use are included. However, craft or occupational advisory committees are more widely used, and this publication deals primarily with these committees. The chapter titles are (1) Need for Advisory Service, (2) Types of Committees, (3) Functions of Committees, (4) Establishing the Committee, (5) Organizing the Committee, (6) First Meeting, (7) Planning a Program, (8) Conducting the Meeting, (9) Followup of Meetings, and (10) Effectiveness of Committees. Samples of an agenda, minutes of a meeting, a letter from a principal to committee members, outline for a committee handbook, policies and regulations, and a program for an advisory committee workshop are included. (HC)

VT 002 135 ED 020 303
High, Sidney C., Jr.
Vocational Industrial Education in Newly Developing Nations, A Case Study of the Philippines 1951-1956. Comparative Education Series Study No. 1.

Stanford Univ., Calif. School of Education
EDRS PRICE MF-$0.50 HC-$3.85
Pub Date - 60 75p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *DEVELOPING NATIONS; *FOREIGN COUNTRIES; *PROGRAM PLANNING; *PROGRAM ADMINISTRATION; PROGRAM DEVELOPMENT; PROGRAM COSTS; INTERNATIONAL PROGRAMS
PHILIPPINES

Findings and conclusions of a doctoral study, "The Joint Philippine-American Project for Expanding and Improving Vocational Industrial Education in the Philippines, 1951-1956," are presented as project accomplishments, project strengths and weaknesses, and administrative and technical guidelines for future projects. Some of the accomplishments were: (1) The number of public vocational industrial schools increased from 29 to 35, and the number of these schools offering post-secondary level instruction increased from 3 to 21, (2) Professional personnel on the central administrative staff increased from 7 to 26, (3) The total enrollment increased from 21,208 in 1951 to 30,000 in 1956, a figure considered consistent with available facilities, (4) The regular funds provided through normal channels for the annual operation more than doubled from 1951 to 1955, (5) All schools were provided with new technical books, and (6) New buildings were constructed at all of the schools. Thirty-seven administrative guidelines suggest procedures for developing, executing, and controlling a comprehensive long-range master plan. The suggested technical guidelines cover a national plan for human resources development, the provincial or state school, the urban school or college, the central administrative staff, teacher education, and preparation of administrators and supervisors. (MM)

VT 002 188 ED 020 304
McKee, John M., And Others
Experimental and Demonstration Manpower Project, Training and Placement of Youthful Inmates, Draper Correctional Center, Elmore, Alabama. 10th Progress Report, April 1-June 1, 1966.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center
EDRS PRICE MF-$0.50 HC-$4.05
Pub Date - 1Jun66 79p.

*VOCATIONAL EDUCATION; PRISONERS; *EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROJECTS; *CORRECTIONAL EDUCATION; REHABILITATION PROGRAMS; *PROGRAM DESCRIPTIONS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Initiated as an experimental effort to help reduce the high rate of recidivism to Alabama's prisons, the Manpower Development and Training project has graduated 173 youthful offenders as entry-level tradesmen. Jobs were secured for 142 graduates as they become eligible for parole, six graduates were released to face other charges, and 25 await parole eligibility and placement. Of the 18 graduates returned to prison 15 had technically violated their parole, and only three had committed new offenses. A review of the problems encountered in the project shows the need for additional components: a pre-training remedial reading program, and a post-training supervised setting in which graduates may receive guidance in practicing desirable social behavior. Efforts are being made to provide such services and to have staff members receive inservice training in group dynamics and group counseling to better guide trainees in personal-social development. Information relative to practical problems and successes in project administration, recruiting, counseling, training, job development and placement, and followup is presented. The appendixes give consultation and conference reports, activities, data on inmates in training, and on recent graduates, and followup data. (EM)

VT 002 189 ED 020 305
McKee, John M.
Experimental and Demonstration Manpower Project Training and Placement of Youthful Inmates, Draper Correctional Center, Elmore, Alabama. 9th Progress Report, February 1-March 31, 1966.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center
EDRS PRICE MF-$0.75 HC-$6.65
Pub Date - 31Mar66 131p.

PRISONERS; *VOCATIONAL EDUCATION; *DEMONSTRATION PROJECTS; *PROGRAM DESCRIPTIONS; PROGRAMED MATERIALS; *TEACHER ROLE; REHABILITATION PROGRAMS; *CORRECTIONAL EDUCATION; EXPERIMENTAL PROGRAMS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

During this reporting period the number of inmates who had participated in the program of education and human development reached 173. Of the 114 graduates, 92 were placed, four released to face additional charges, two released to await placement, and 16 released to await parole. Inservice staff training was conducted for developing programed materials, rating students, designing rating scales, and constructing tests. A "picture vocational inventory" developed by the Counseling and Evaluation Supervisor was to be used in assessing new training applicants in this and similar programs. A working definition of the term "recidivism" was being developed for use in followup reports. The appendixes include a discussion of community involvement, a paper on the teacher's role for the disadvantaged, a field test report on programed lessons, an instructor's guide to programed lessons, and student case summaries. (EM)

VT 002 190 ED 020 306
McKee, John M.; Seay, Donna M.
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center at Elmore, Alabama. 8th Progress Report, November 1, 1965-February 1, 1966.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center
EDRS PRICE MF-$0.75 HC-$7.95
Pub Date - 1Feb66 157p.

PRISONERS; *VOCATIONAL EDUCATION; PROGRAMED INSTRUCTION; *PROGRAM DESCRIPTIONS; *DEMONSTRATION PROJECTS; STUDENT CHARACTERISTICS; *VOCATIONAL FOLLOWUP; REHABILITATION PROGRAMS; *CORRECTIONAL EDUCATION; EXPERIMENTAL PROGRAMS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Seventy-eight parolees in the Center's demonstration project successfully completed vocational courses and were employed. Of 83 inmates in training at present, 21 had a low reading ability which prevented their comprehending the shop related studies, but specially designed materials of varying levels are being introduced into courses, and others are soon to be tried. Followup findings indicating that training and counseling were not sufficient for the complete reclamation of these offenders resulted in a proposal for a Youth Development Center to extend counseling, training, placement, and followup services that have been helpful to at least 70 percent of Draper graduates. Programed instruction seemed to be an appropriate means of learning for those who had a third or fourth grade reading ability. Deficient students spent time in the reading laboratory of the academic program. Approximately 30 percent of the graduates were experiencing some difficulty in making the transition from prison to a free society. The new followup counselor was responsible for four graduates' success in not becoming technical parole violators. He also worked with parolees' families and is documenting problems to help strengthen the training program. Some contents of the appendix are (1) copies of publicity items, (2) qualifications of new personnel, (3) sample evaluation and report forms, (4) a clinical psychologist's report, (5) papers on programed instruction, educational problems in correctional institutions, and job analysis, and (6) followup information. (EM)

VT 002 191 ED 020 307
McKee, John M., And Others
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center at Elmore, Alabama. Sixth Progress Report, July 1-September 1, 1965.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center
EDRS PRICE MF-$0.50 HC-$3.45
Pub Date - 1Sep65 67

PRISONERS; *VOCATIONAL EDUCATION; *PROGRAMED MATERIALS; *JOB PLACEMENT; *DEMONSTRATION PROJECTS; EXPERIMENTAL PROGRAMS; PROGRAM DESCRIPTIONS; *CORRECTIONAL EDUCATION; REHABILITATION PROGRAMS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

After receiving vocational training at the Center, 36 youthful offenders were paroled and placed on jobs. Those working in Alabama were being visited in their homes by the Placement Officer and Personnel Counselor to determine parolee success in adjusting to society. The instructors were pleased with the progress of the second group of trainees and were preparing for the graduation of 19 inmates from 12-month courses and 49 inmates from 6-month courses. The vocational counselor was recruiting and interviewing inmate applicants for the next series of courses. The materials development unit was making final revisions in programed lessons for field tests outside the prison population. Inadequate space and time for counseling contnued to be a major problem. The appendixes include: (1) materials for the 1966 report of the secretary, under the Manpower Development and Training Act for Fiscal Year 1965, (2) enrollment and placement data chart, (3) reports of two conferences attended by the staff, (4) a calendar of field tests for instructional materials, and (5) summaries of followup visits to parolees. (EM)

VT 002 192 ED 020 308
McKee, John M.; Seay, Donna M.
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center at Elmore, Alabama. Fifth Progress Report, May 1-July 1, 1965.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center
EDRS PRICE MF-$0.50 HC-$5.45
Pub Date - 1Jul65 107p.

PRISONERS; *DEMONSTRATION PROJECTS; *VOCATIONAL EDUCATION; PROGRAM EVALUATION; *EXPERIMENTAL PROGRAMS; *CORRECTIONAL EDUCATION; REHABILITATION PROGRAMS; PROGRAMED MATERIALS; TRANSFER OF TRAINING; VOCATIONAL FOLLOWUP; *PROGRAM DESCRIPTIONS; MATERIAL DEVELOPMENT
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Inmates were experimental subjects in a project for vocational training and placement. Of the 46 who completed training in May, 35 were paroled and employed, and 11 were awaiting parole confirmations. A second group were enrolled. To overcome some student weaknesses, a remedial night school class was initiated. This problem could be eliminated by raising the upper age limit from 21 years to make more qualified students available for selection. Plans for a coordinated pre-release program were being made to allow inmates the opportunity of interviewing for jobs outside the Center prior to parole. A tentative followup program was established. Plans for field testing the developed program were completed. The Board of Directors were to review a proposal for developing demonstration vocational programs for the disadvantaged which would utilize mathematical programs and audiovisuals synchronized for computerized instruction. Scoioeconomic information on the new trainees is presented. The extensive appendixes include: (1) a project evaluation, (2) a followup study of Draper's Manpower Development and Training Act graduates, (3) "A Transfer of Training Concepts" by John M. McKee, (4) justification statement for extension of Office of Manpower, Automation, and Training contract 82-01-07, (5) a description of prevocational training, (6) four trainee case studies, and (7) information on the instructional material development unit. (EM)

VT 002 193 ED 020 309
McKee, John M.
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center at Elmore, Alabama. Second Progress Report, November 15, 1964-January 1, 1965.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center
EDRS PRICE MF-$0.25 HC-$1.80
Pub Date - 1Jan65 34p.

*CORRECTIONAL EDUCATION; *VOCATIONAL EDUCATION; *DEMONSTRATION PROJECTS; *EXPERIMENTAL PROGRAMS; *PROGRAM DESCRIPTIONS; PRISONERS; REHABILITATION PROGRAMS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Youthful offenders serving prison sentences were experimental subjects in a manpower training program involving courses in welding, appliance repair, radio and television repair, auto repair, barbering, technical writing, and bricklaying. These courses lasted 26 or 52 weeks, and each had an enrollment of 10 students. Student evaluation and selection was completed for seven courses, and counseling and training started. Facilities remodeling was nearly completed. Public reception of the project was excellent, and job placement efforts resulted in some jobs for spring graduates. The Production of programed materials was approximately 2 weeks behind schedule. Negotiations with the State Pardon and Parole Board were being carried out on behalf of those inmates whose release dates did not coincide with their training completion dates. Three students from the University of Alabama were employed as members of the College Counseling Corps on a cooperative basis. The appendixes include a sample enrollment application, an outline of the training program for college students, sample trainee personal data form, trainee job location preference by cities, and parole schedule dates for each trainee. (DM)

VT 002 194 ED 020 310
Experiences of the Draper E and D Project for the CMAT Program, Operation Retrieval--Youth. Seventh Progress Report, September 1-30, 1965.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center
EDRS PRICE MF-$0.50 HC-$3.40
Pub Date - 65 66p.

*DEMONSTRATION PROJECTS; *VOCATIONAL EDUCATION; PRISONERS; *PROGRAM DESCRIPTIONS; *PROGRAMED INSTRUCTION; EXPERIMENTAL PROGRAMS; REHABILITATION PROGRAMS; *CORRECTIONAL EDUCATION; PROGRAMED MATERIALS; MATERIAL DEVELOPMENT; QUESTIONNAIRES; VOCATIONAL FOLLOWUP
*MATHETICS; MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Materials relating to various aspects of the Center's vocational education program for young inmates are presented to show a developmental picture of the program. Of 650 inmates, 372 applied for training,,50-60 were referred to academic school, 120 were served, 109 graduated, 50 were employed, 59 were awaiting parole, and 120 were awaiting training. A descriptive report covers (1) recruitment and selection, (2) testing procedures, (3) prevocational training, (4) the use of programed instruction, and (5) the development of programed instruction which includes an explanation of mathetical programing techniques, examples of mathetical compared with linear and branching programs, and a description of mathetics used in preparing local programed materials by inmates in a vocational course for technical writers, (6) field testing programed materials, (7) experiments in programing materials, (8) motivation, (9) job development and placement, (10) counseling, (11) program for college cooperative students in counselor training, (12) sample questionnaires used in graduate followup studies, (13) community involvement, and (14) procedures for project evaluation. (EM)

VT 002 213 ED 019 432
Agan, R.J., And Others
The National Young Farmer Study.

American Vocational Association, Washington, D.C. Committee on Research in Agricultural Education
EDRS PRICE MF-$0.50 HC-$4.55
Pub Date - 63 89p.

*YOUNG FARMER EDUCATION; *NATIONAL SURVEYS; *PILOT PROJECTS; *PROGRAM DEVELOPMENT; *PROGRAM EVALUATION; FARMERS; INDIVIDUAL CHARACTERISTICS; VOCATIONAL AGRICULTURE TEACHERS; PROGRAM ATTITUDES; EMPLOYMENT EXPERIENCE; ATTITUDES; SOCIOECONOMIC STATUS; STUDENT ENROLLMENT; AGRICULTURAL PRODUCTION; CURRICULUM

In an effort to determine procedures associated with successful young farmer instructional programs, a national study was conducted to (1) clarify philosophy and objectives, (2) identify characteristics of successful existing programs, (3) consolidate successful practices into patterns suitable for testing, (4) evaluate proposed patterns under experimental conditions, and (5) present findings in terms of recommended practices. These goals served as a guide in ordering the study procedures. The Committee worked with the U.S. Office of Education toward a revision of "Educational Objectives in Vocational Agriculture." Program characteristics data on 333 successful programs in 40 states were collected from teachers, administrators, students, and supervisory and teacher education staffs. Program patterns, based on the data were initiated in trial centers at the rate of one per 50 teacher in each state. Of 264 pilot centers, 227 completed 2 years in the program, and 28 new centers were added. Student achievement and program success were evaluated after a 2-year period by comparing beginning and final test scores and other data. Results from 231 programs in 35 states, involving 2,788 young farmers were analyzed and interpreted as a basis for making recommendations for future instructional programs. Findings included: (1) During the pilot project period, the centers increased in day school enrollment, in teacher time devoted to agriculture, and in adult enrollents, (2) The classes started in any month, ran continuously throughout the year, met once a month, and had an average enrollment of 20 students, (3) Training in leadership and participation in social events in addition to agriculture were offered, and (4) The program strengthened values relating to farming and rural life which are functional for success in modern agriculture. (JM)

VT 002 340 ED 019 439
State Reports of Vocational-Technical Program Development, Fiscal Year 1966.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education
EDRS PRICE MF-$0.25 HC-$2.75
Pub Date - 66 53p.

ANNUAL REPORTS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *NATIONAL SURVEYS; *PROGRAM DEVELOPMENT; PROGRAM DESCRIPTIONS; PROGRAM CONTENT; FEDERAL AID; FEDERAL STATE RELATIONSHIP; *STATE PROGRAMS; STUDENT ENROLLMENT; EDUCATIONAL FACILITIES; EDUCATIONAL FINANCE

Summary reports of vocational-technical program developments in each of the 50 states and territories during 1966 are presented. More than 200 new vocational education facilities were constructed, and high quality vocational education is rapidly becoming available for those citizens who need instruction to obtain jobs or for those who must improve their skills and knowledge to keep their present jobs. Vocational education enrollment is approaching 5.5 million students. The content of the programs is undergoing sweeping changes. A wider range of occupations is being included in curriculums, existing programs are expanding to give more in-depth training, and new fields are being opened. Examples of recent trends are (1) an increased number of training programs for girls and women, (2) a remarkable growth in post-secondary office, health, and technical education programs, (3) more technical training for highly skilled workers, (4) greater numbers enrolled in programs for those with special socioeconomic needs, (5) increased funds for programs for the disadvantaged, and (6) expansion and development of post-high school as well as high school programs. The federal-state-local cooperative relationship in vocational education continues to demonstrate the effectiveness of such an administrative arrangement. (WB)

VT 002 383 ED 019 441
Standard Practice Instructions Procedures and Record Keeping at the Vocational-Technical Schools Relative to Production Work Activities.

Connecticut State Dept. of Education, Hartford
EDRS PRICE MF-$0.50 HC-$3.80
CSDE-Bull-11
Pub Date - 1Jul63 74p.

*ADMINISTRATIVE POLICY; *FINANCIAL POLICY; RECORDS (FORMS); STUDENT PROJECTS; LEARNING ACTIVITIES; *TRADE AND INDUSTRIAL EDUCATION; STATE STANDARDS; *PRODUCTION JOBS; ACCOUNTING; RECORDKEEPING; VOCATIONAL SCHOOLS; WORK EXPERIENCE PROGRAMS; PROGRAM GUIDES

Training on "real jobs" has long been an established policy of the Connecticut vocational-technical schools. Justification for school participation in the field of actual commercial work is that such work is necessary for valid and complete training of the student. Real jobs must be recognized for what they are, important media of training, not means of producing articles or services for sale. This manual provides a policy framework within which real work experiences as an element of instruction may be organized and maintained to best advantage in the vocational-technical schools. Policies are given for (1) aspects relating to the public interest, (2) general provisions for production work authorization, (3) contract implications and responsibilities, and (4) classification of changes and discounts. The manual also presents a specific unified recording and accounting system which must be followed in preparing estimates, quoting prices, processing, and completing all production work in vocational-technical schools. This system requires that such records be maintained by the schools as necessary to convey prescribed information to the Division of Vocational Education and to the Office of Departmental Administration. A table of forms indicating the necessary number of copies to be sent to the various offices and agencies and a detailed subject index are included. (HC)

VT 002 403 ED 019 443
Bertolaet, Frederick
Changing Education for a Changing World of Work.

Great Cities Program for School Improvement, Chicago, Ill.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS. OEC-5-85-006 08
BR-5-0010
Research Council of the Great Cities Program for School Improvement, 4433 West Touhy, Chicago, Illinois 60646 ($2.00).
Pub Date - 66 53p.; Midwestern Regional Conference on Education, Training, and Employment (Chicago, May 19-20, 1966).

*COMMUNITY COOPERATION; MANPOWER DEVELOPMENT; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; URBAN EDUCATION; DROPOUTS; *EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL NEEDS; EDUCATIONAL CHANGE; SPEECHES; CONFERENCES MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

In response to the employment needs of youth in present-day society, the Research Council sponsored a series of regional conferences to mobilize and coordinate resources to (1) better prepare youth for jobs, (2) remove obstacles to their employment, (3) coordinate the activities of business, industry, and education in preparing youth for work, (4) eliminate the time lag between the identification of new job opportunities and the inclusion of preparation programs in the schools, and (5) provide for a specific delineation of job skills and knowledge needed for various job responsibilities. Sixty-six representatives of business, industry, labor, government, civic groups, and schools from Midwestern cities attended the Chicago conference. Speeches presented were "Community Cooperation for Manpower Development" by J. Tuma, "Vocational Preparation for Inner City Youth" by K. Wientge, "Preparation for the World of Work--What the Schools Should Do" by H.S. Loving, "The Early School Leaver--What are the Employment Opportunities" by D.R. Forest, and "The Way Ahead, Youth and Vocational Education" by L.A. Emerson. The discussions which followed each speech are summarized. (JM)

VT 002 417 ED 019 446
A Review of Activities in Federally Aided Programs, Vocational and Technical Education, Fiscal Year 1964.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280--80008-64 $.45).
Pub Date - 66 75p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *STATE FEDERAL SUPPORT; *PROGRAM DESCRIPTIONS; STUDENT ENROLLMENT; EXPENDITURES; HIGH SCHOOLS; POST SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; FEDERAL AID; *STATE PROGRAMS; TEACHER EDUCATION; EDUCATIONAL RESEARCH; EDUCATIONAL FACILITIES; GUIDANCE; CURRICULUM DEVELOPMENT

The financial, statistical, and descriptive reports submitted by each state to the Office of Education at the close of the fiscal year June 30, 1964 were the basis of this review of the state-federal cooperative program of vocational education in the United States. Enrollments in regular vocational preparatory programs totaled 4,556,390, an increase of 349,192 over fiscal year 1963. Post-high school and adult extension training enrollees totaled 2,025,149. Federal expenditures amounted to $55,026,874, with states and local districts providing $277,758,239 in matching funds. Vocational education offered programs for dropouts, the disadvantaged, the technically talented, the unemployed, home economics occupations trainees, those transferring from one job to another, farmers and workers in off-farm agricultural programs, distributive education trainees, and trainees in 12 health occupations. Support was provided for teacher education programs, research, construction and expansion of facilities, guidance, and curriculum development. Extensive appendixes include a state-by-state summary of area vocational school program developments, statistical tables of enrollments and expenditures for vocational and technical education, and brief descriptions of the federal vocational and technical education acts. (PS)

VT 002 496 ED 019 453
School Administrators and Vocational Education.

American Vocational Association, Washington, D.C. Committee on Publications
EDRS PRICE MF-$0.25 HC-$1.65
Pub Date - Dec64 31p.

*VOCATIONAL EDUCATION; *ADMINISTRATOR GUIDES; *PROGRAM DEVELOPMENT; PROGRAM PLANNING; *FEDERAL LAWS; STATE PROGRAMS; FEDERAL AID

General policies and practices to help school administrators provide vocational education for both youths and adults are presented as answers to 38 questions covering topics such as (1) objectives, (2) types of programs, (3) types of students, (4) purpose of each subject field, (5) the role of the federal government, (6) federal and state agencies, (7) the role of the state staff, (8) application for federal, state, or local funds, (9) local school organization, (10) steps in establishing a program, (11) duties of personnel, (12) the role of vocational guidance, (13) relation to industrial arts education, and (14) program evaluation. Sources of additional information and brief explanations of the Smith-Hughes Act, the George-Barden Act, and the Vocational Education Act of 1963 are included. (EM)

VT 002 511 ED 023 790
Costello, Earle
Nome Experimental and Demonstration Manpower Project. Final Report.

Alaska Office of the Governor, Juneau
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.15
Pub Date - 65 101p.

EMPLOYMENT PROBLEMS; *MANPOWER DEVELOPMENT; *VOCATIONAL EDUCATION; PROGRAM DESCRIPTIONS; *PROGRAM DEVELOPMENT; *DISADVANTAGED GROUPS; ECONOMICALLY DISADVANTAGED; EDUCATIONALLY DISADVANTAGED; RECRUITMENT; COOPERATIVES; FEDERAL PROGRAMS; COUNSELING SERVICES; INDIGENOUS PERSONNEL; EXPERIMENTAL PROGRAMS; STUDENT CHARACTERISTICS; RURAL EDUCATION; VOCATIONAL SCHOOLS; ITINERANT TEACHERS; JOB DEVELOPMENT; CULTURALLY DISADVANTAGED MDTA PROGRAMS; ALASKA; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

During the first phase of this project, from June 1964 to November 1965, the effectiveness and feasibility of centralized training in offsetting the employment problems of rural Alaska were tested. Recruitment was handled through mail contacts with village councils and subsequent recruitment trips to the villages. Training at a state vocational school was aimed to prepare participants for jobs as airport servicemen, designer-craftsmen, maintenance mechanics, and survey instrumentmen, and counseling was undertaken concurrently with training. Of the 217 enrollees, there were 127 graduates of whom 49 were placed in training-related jobs. Recommendations at the end of this period included a vocational education system of pre-apprenticeship training in the trades, pre-employment training in business skills, and basic education. During the second phase, November 1965 through June 1966, the services of the earlier period continued, and course offerings changed and expanded significantly. Of the 151 enrollees, there were 97 graduates of whom 31 secured training-related employment. Recommendations were for more effective relationships with employers and labor unions, coordination of governmental efforts, and use of indigenous instructors in future government programs. (JK)

VT 002 553 ED 019 455
Swanson, J. Chester, And Others
A Gateway to Higher Economic Levels, Vocational-Technical Education to Serve Missouri.

California Univ., Berkeley. Field Service Center
EDRS PRICE MF-$0.50 HC-$4.00
Pub Date - 66 78p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *PROGRAM EVALUATION; *STATE PROGRAMS; EVALUATION CRITERIA; STUDENT ENROLLMENT; PROGRAM DESCRIPTIONS; *ADMINISTRATIVE ORGANIZATION; SCHOOL ORGANIZATION; EDUCATIONAL RESEARCH; OCCUPATIONAL GUIDANCE; TEACHER EDUCATION; FINANCIAL POLICY; STATE FEDERAL SUPPORT; VOCATIONAL SCHOOLS; *EDUCATIONAL PLANNING; HIGH SCHOOLS; POST SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION MISSOURI

A study of vocational-technical education in the public schools of Missouri, commissioned by the Governor, concerned the availability, the clientele, the curriculum, the relation of enrollment to employment opportunities, the involvement of persons outside the schools, and ancillary services of these programs. Its objective was to provide the basis for recommendations to improve the state's vocational-technical education services. Some of the 25 recommendations were that (1) the State be divided into six geographic districts and one post-secondary unit with an administrator responsible for the managerial activities within each, (2) a research section be developed to make evaluative studies, review and disseminate significant studies made in other states, and inform the administration, the legislature, the public, and the professional educator of the strengths, weaknesses, and activities of vocational education, (3) 10 internships to develop leadership for vocational education in Missouri be developed and maintained jointly by the State Division of Vocational Education, The University of Missouri, and the local school districts, (4) the comprehensive high schools be given first priority for developing vocational education programs, (5) the programs be adapted to serve small high schools, (6) area vocational schools be developed only to supplement the vocational education programs in comprehensive high schools and not at the expense of high school programs in residential area high schools, and (7) more vocational-technical education programs be provided for persons who have completed high school or who are beyond the normal age of high school attendance and that such services be provided in more locations and for more occupations. (EM)

VT 002 557 ED 019 456
The Dental Research Clinic in Florida (As an Educational and Service Agency).

Florida State Dept. of Education, Tallahassee. Technical and Health Occupations Education
EDRS PRICE MF-$0.25 HC-$0.50
Pub Date - Sep65 8p.

ADMINISTRATIVE ORGANIZATION; *DENTAL ASSISTANTS; *DENTAL CLINICS; PHYSICAL FACILITIES; *HEALTH OCCUPATIONS EDUCATION; *PROGRAM GUIDES; PROGRAM DEVELOPMENT; RESEARCH; PROGRAM ADMINISTRATION; HEALTH SERVICES

Guidelines for organizing and operating a dental research clinic were developed by the Division of Vocational, Technical, and Adult Education, the Florida Dental Society's special committee on education of the dental assistant, and other dentists working closely with dental asistant programs. The purposes of the dental research clinics are to provide education experiences for student auxiliary personnel, continuing education and research opportunities for dentists, and dental care to indigent persons. Information is presented for (1) organizational details such as definition of a clinic, membership, constitution and by-laws, specialties within a clinic, and the executive committee, (2) responsibilities of the clinic for the educational program for dental assistants, for activities relating to patient service, and for continuing education opportunities for participating dentists, and (3) memoranda of understanding and agreement. (JK)

VT 002 586
Thrasher, James M.
A Survey of Need for Vocational Technical Education in the Butte Area.

Community Action Agency, Butte, Mont.
Office of Economic Opportunity, Washington, D.C. Community Action Program
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 123p.

*VOCATIONAL EDUCATION; *SURVEYS; YOUTH EMPLOYMENT; LABOR UNIONS; *TECHNICAL EDUCATION; *EDUCATIONAL NEEDS; *YOUTH OPPORTUNITIES; ATTITUDES; YOUTH; QUESTIONNAIRES; OCCUPATIONAL CHOICE; FEASIBILITY STUDIES; *COOPERATIVE EDUCATION; WORK ATTITUDES; PROGRAM ATTITUDES; HIGH SCHOOL STUDENTS; GRADE 12; PARENT ATTITUDES; STUDENT ATTITUDES; EMPLOYER ATTITUDES
BUTTE; MONTANA

The purpose of a series of surveys of parents of 289 household, 329 high school seniors, 381 firms, 19 labor organizations and 81 Neighborhood Youth Corps members was to secure valid information and opinions on vocational-technical education needs and employment potential of vocationally and technically trained persons in the greater Butte, Montana area. Some findings were: (1) 72 percent of the parents indicated they would definitely encourage their children to enroll in additional vocational classes if offered, and many desired to participate in such training themselves, (2) 95 percent of the high school senior students polled planned to graduate from high school, but many were seriously considering jobs requiring vocational-technical education, (3) No training was available in the Butte are for many occupations listed by youth as their choice, (4) Job Corps youth cited salary and working hours as more important and working conditions as less important than all high school seniors, (5) 84 percent of the firms rated cooperative programs as effective, 89 percent indicated some willingness to participate, and 92 percent required high school graudation for employment, and (6) There was a shortage of trained workers in 32 percent of the organized jobs. Justification for an area vocational-technical training center was strongly reinforced by the findings of this investigation. The appendixes list four survey instrument forms. (WB)

VT 002 609 ED 021 969
Binkley, Harold
Pilot Programs in Agricultural Occupations.

Kentucky Univ., Lexington. Div. of Vocational Education
EDRS PRICE MF-$0.25 HC-$2.60
Pub Date - Jan67 50p.

*VOCATIONAL AGRICULTURE; OFF FARM AGRICULTURAL OCCUPATIONS; *PILOT PROJECTS; EXPERIMENTAL PROGRAMS; *PROGRAM EVALUATION; TESTING PROGRAMS; STUDENT ATTITUDES; TEACHERS ATTITUDES; GRADE 12; *AGRICULTURAL SUPPLY OCCUPATIONS; GUIDELINES; *PROGRAM DESCRIPTIONS; COMPARATIVE ANALYSIS; CONTROL GROUPS; EXPERIMENTAL GROUPS; EMPLOYER ATTITUDES
KENTUCKY

The joint supervisory and teacher education staffs developed criteria and surveyed needed agricultural competencies as a basis for course building. Teacher educators developed unit outlines for pilot programs in off-farm agricultural occupations conducted in Lafayette, Shelby County, Daviess County, and Reidland high schools. A quasi-experimental matched control group design was used, and pre and post tests were given to pilot and control classes of senior vocational agriculture students in mathematics, feeds, seeds, fertilizers, and chemicals. Differences in score gains and post tests over pretests between pilot and control groups were not impressive. Separate evaluations of the pilot programs were made by students, businessmen, and teachers. The overall evaluation was favorable. The findings showed that programs of systematic instruction in agricultural occupations can prepare 12th grade vocational agriculture students for job entry into agricultural supply sales and service businesses or for entry into an advanced educational program. The 23-point summary and 20 conclusions provide guidelines for initiating programs. (JM)

VT 002 727 ED 021 041
Stephens, John F.
Analysis of Questionnaire Completed by Utah Vocational Directors.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
EDRS PRICE MF-$0.25 HC-$0.90
Pub Date - Jul67 16p.

QUESTIONNAIRES; SURVEYS; *VOCATIONAL DIRECTORS; *VOCATIONAL EDUCATION; ADMINISTRATOR ATTITUDES; *ADMINISTRATOR ROLE; SCHOOL DISTRICTS; PROGRAM EVALUATION; LEADERSHIP TRAINING; PROGRAM PLANNING; ADMINISTRATIVE ORGANIZATION

A questionnaire, designed to discover ways in which the State staff could provide more effective support to local vocational directors and prepared by the Research Coordinating Unit at the request of the State Administrator for Vocational and Technical Education, was distributed to vocational directors in a summer workshop. Conclusions based on 20 responses and discussions with individual directors indicated that one of the better ways to develop the experience of directors in all aspects of their duties is for the State Office Personnel to work with, or through, them in all matters pertaining to their districts. The director will then be able to facilitate program expansion and the improvement of quality while retaining control and direction. The annual summer workshop is very important to directors for updating their knowledge in vocational and technical education. Recommendations were that (1) State specialists deal with, or through, vocational directors or district superintendents on all matters pertaining to the districts, (2) the agenda for the summer workshop for the directors become the responsibility of the State Administrator for Vocational and Technical Education, and (3) a final attempt to encourage the dissemination of the results of the Peabody Study be made in writing to district superintendents. (HC)

VT 002 768 ED 013 935
Report of Work Injuries to Minors Under 18 Years of Age, A Study of 18 months' Experience Reported by 28 States 1964-65. Bulletin 282.

Bureau of Labor Standards (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.70
Pub Date - 66 32p.

*INJURIES; *EMPLOYEES; *YOUTH; *STATISTICAL SURVEYS; CHILD LABOR; ACCIDENTS

The Bureau of Labor Standards furnished report forms and guides for completing them to the 28 participating states. Data were collected by mail on a voluntary reporting basis during the 18-month period, January 1964 through June 1965. Findings included: (1) A total of 16,936 injuries to employed minors under 18 years of age was reported, (2) Of these, more than 60 percent occurred in the wholesale and retail trade and service industries, (3) Manual handling of materials and equipment resulted in the greatest number of injuries, (4) Most injuries, 46.4 percent, occurred when workers were struck by or against objects, and (5) Most injuries, 42.9 percent, were cuts, abrasions, punctures, and bites, but many other kinds of more serious injuries were reported. Examples of the facilities and injuries reported are listed for the fields of agriculture, construction, manufacturing, transportation, wholesale trade, retail trade, services, and government.

Recommendations were made for improving safety programs in schools and on the job, providing personal protective equipment, and improving existing hazardous-occupations prohibitions to insure that they afford sufficient protection to employed minors. (PS)

VT 002 823 ED 021 044

Federal-State Programs for Developing Human Resources.

Department of Agriculture, Washington, D.C. Federal Extension Service
EDRS PRICE MF-$0.50 HC-$5.75
Pub Date - Apr65 113p.

COMMUNITY PLANNING; EDUCATIONAL PROGRAMS; HEALTH PROGRAMS; PUBLIC HOUSING; EMPLOYMENT SERVICES; ECONOMIC DEVELOPMENT; RESOURCE GUIDES; *STATE PROGRAMS; *FEDERAL PROGRAMS; EMPLOYMENT PROGRAMS; *HUMAN RESOURCES; EXTENSION AGENTS; *DEVELOPMENTAL PROGRAMS

County and state extension workers may use these fact sheets for 35 federal-state programs in six major areas of human resources development to acquaint themselves and their communities with program provisions and eligibility requirements. The programs are classified as (1) Community Planning and Development which include advances for public works planning, community action programs, public facility loans, and urban renewal programs, (2) Education and Training which include adult basic education and college work study programs, (3) Health Programs which include federal aid to nursing homes and grants for migrant health services, (4) Housing Programs which include low rent public housing and rural housing loans, (5) Manpower Surveys and Youth Employment Services which include smaller community programs and youth opportunity services, and (6) Other Programs which are those under provision of the Economic Opportunity Act and include migrant labor, rural family, and Volunteers in Service to America. (JM)

VT 002 839 ED 020 319

Technical-Vocational Education in Vietnam.

Department of National Education, Saigon (South Vietnam)
EDRS PRICE MF-$0.25 HC-$1.55
Pub Date - Aug62 29p.

*VOCATIONAL EDUCATION; PROGRAM DEVELOPMENT; *FOREIGN COUNTRIES; PROGRAM DESCRIPTIONS; *PROGRAM PLANNING; HISTORICAL REVIEWS; *NATIONAL PROGRAMS; *TECHNICAL EDUCATION
VIETNAM

The Directorate of Technical Education, set up in 1955, was given the specific duty of training technicians needed for developing industry and handicrafts. The problems of technical education in 1955 were: (1) There were only two technical schools and two apprentice schools, three applied arts schools, and seven atelier-ecoles (artists' or designer schools), (2) There was a lack of machinery and equipment, and (3) There was not a single full-fleged teacher or supervisor of shops in the country. Under the Directorate, there were in 1962 10 technical-vocational schools, two applied arts achools, nine atelier-ecoles, and about 150 private schools offering courses in driving, accounting, typewriting, and home economics. Secondary technical student enrollment increased from 709 in 1955 to 4,121 in 1962, and the number of secondary technical teachers from 95 to 272. Teachers were trained both overseas and at home in 1962. New equipment was provided by foreign aid projects. Some of the larger technical schools produced machines which were used to equip the smaller schools. (MM)

VT 002 877 ED 016 796

Twelfth Progress Report, March 1, April 30, 1967.

Iowa State Manpower Development Council, Des Moines
Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.35
Pub Date - 67 25p.

*MANPOWER DEVELOPMENT; MINORITY GROUPS; *STATE PROGRAMS; *ON THE JOB TRAINING; *VOCATIONAL EDUCATION; PROGRAM DESCRIPTIONS; BRICKLAYERS; PROGRAM DEVELOPMENT; LABOR UNIONS; RURAL AREAS
IOWA

The council negotiated several on-the-job training subcontracts for placements, initiated 4 coupled on-the-job training vocational education programs, acquired additional funds to enlarge both projects, and was involved in a controversy over the training of bricklayers under a Manpower Development Training Act-approved program. Reproductions of press clippings concerning the training controversy are included. Plans for a summer youth exchange program between Iowa and Yucatan, Mexico were initiated. The Council (1) cooperated in a study of School dropouts, (2) began coordinating local, state, and federal counterpart programs in the Comprehensive Area Manpower Planning System, (3) initiated operation of the Mobile Manpower Information Center, (4) organized a county career development project and a program to discover training and other social service needs of persons in a four-county area, (5) assisted groups and individuals with consultation and techncal advice, and (6) disseminated information through speeches and publications such as reports of studies and the monthly "Manpower News." It was concluded that the Council has moved closer to achieving a high level of coordination in the manpower areas with the coming merger with the Office of Economic Opportunity, and that on-the-job training projects are progressing satisfactorily in serving rural areas and minority groups and should now be located within the state Bureau of Labor. A bill proposing such legislation is being considered in the legislature. (WB)

VT 002 886 ED 016 801

Vocational Education Master Plan Report.

Grossmont Union High School District, Calif.
EDRS PRICE MF-$0.25 HC-$2.10
Pub Date - Sep66 40p.

VOCATIONAL EDUCATION; *MASTER PLANS; *GUIDELINES; VOCATIONAL HIGH SCHOOLS; *EDUCATIONAL NEEDS; COMMUNITY CHANGE; COMMUNITY SURVEYS; EDUCATIONAL PLANNING; SCHOOL SURVEYS
CALIFORNIA

This report covers the first two phases of a proposed six-phase plan. A committee of one representative from each high school, a vocational counselor, and the District Vocational Education Consultant developed guidelines for the Master Plan based on opinions and recommendations of an 18-member council of high school vocational education teachers. The committee (1) Studied current vocational educational programs, local and state employment conditions and trends, the student population, and present facilities and equipment, (2) set up as a pilot project a 3-week aircraft assembly occupational training course, and (3) made a preliminary evaluation of demand occupations. Curricular recommendations were to (1) implement a four-track plan within the school according to student commitment, (2) provide more effective vocational orientation at the eighth grade level, (3) establish a vocational exploratory program at the ninth grade level, (4) create interdisciplinary coordination in all related courses in high school, (5) provide a concentration of vocational classes in 11th and 12th grades, (6) provide final specific occupational training near the end of the high school program, and (7) establish a district responsibility for placing students in gainful employment. Organizational recommendations concerned (1) establishing a vocational education council, special committees, and a vocational advisory council, (2) coordinating the district organization, (3) studying facilities and service, (4) placing students, and (5) initiating other improvments. Each of the recommendations is discussed in detail. A summary of the summer experiment in aircraft assembly and summary data from research are included. (BS)

VT 002 909 ED 017 668
Vocational Training for Adults in the Netherlands.

Netherland Ministry of Social Affairs and Public Health, Amsterdam. State Labour Office
EDRS PRICE MF-$0.50 HC-$4.20
Pub Date - Apr64 82p.

*VOCATIONAL TRAINING CENTERS; *ADULT VOCATIONAL EDUCATION; JOB TRAINING; VOCATIONAL RETRAINING; *TRADE AND INDUSTRIAL EDUCATION; *FOREIGN COUNTRIES; *GOVERNMENT ROLE; TEACHING METHODS; PROGRAM DESCRIPTIONS NETHERLANDS

The Netherlands Government has taken over adult vocational training to make up for the arrears in vocational training caused during World War II and to achieve a switchover of workers from trades with a labor surplus to trades with a labor shortage. It has established a number of vocational training centers for the initial training of persons for a certain occupation, the retraining of persons who can no longer practice in a certain occupation, and the additional training or updating of persons whose previous training has become insufficient through technological developments. Information regarding these vocational training centers is presented in chapters titled: (1) General Policy in Respect of the Training of Adults at the Government Vocational Training Centers, (2) The Methods of Training, (3) The Organization, (4) The Staff Work, (5) Carrying Out the Training, (6) Cooperation Between the Government and Trade and Industry, and (7) Consultation with Other Countries and the Exchange of Information. (HC)

VT 002 916 ED 017 672
Russell, Wendell H.; Brinker, Paul
Resources for Southern Manpower Development.

Oak Ridge Inst. of Nuclear Studies, Tenn.
EDRS PRICE MF-$0.50 HC-$3.55
Pub Date - Oct65 69p.

*MANPOWER DEVELOPMENT; *EDUCATIONAL RESOURCES; *HUMAN RESOURCES; *EDUCATIONAL NEEDS; VOCATIONAL EDUCATION; *SOUTHERN STATES; EDUCATIONAL IMPROVEMENT; EMPLOYMENT STATISTICS; LOW INCOME STATES; COLLEGE ROLE; COLLEGES; UNIVERSITIES; INDUSTRY; JOB TRAINING; UNEMPLOYMENT; EMPLOYMENT OPPORTUNITIES; ACADEMIC ACHIEVEMENT

Information about labor force characteristics and manpower development training resources, in 15 Southern states, was analyzed to determine programs which would effectively increase manpower development activities. Social scientists (1) talked with more than 360 staff members in 58 schools, (2) contacted federal, state, labor, and private organizations in all states, and (3) visited 35 industries representing a variety of geographic locations and types. Some major findings were: (1) Federal funds alloted to manpower development activities were very limited relative to needs, (2) There is a serious shortage of professionals with pertinent education to implement human resource development activities, and (3) Significant resources for manpower training and supporting activities are available in universities and industries. Specific recommendations were made for (1) establishing an industrial training project, (2) establishing an information services project consisting of an information center, services to demonstrate projects, conferences and symposia, and a register of technical assistance sources, (3) preparing professionals by establishing special fellowship programs and providing actual work experiences for student trainees, (4) utilizing universities through faculty participation, graduate research fellowships, and manpower seminars, (5) training practitioners, and (6) developing a public information project using seminars, manned traveling exhibits, a publications program, and special information programs in cooperation with groups such as labor unions, chambers of commerce, and industrial associations. (EM)

VT 002 920 ED 017 674
Report of National Advisory Committee on Health Occupations Education, March 10-11, 1966.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education
EDRS PRICE MF-$0.25 HC-$0.50
Pub Date - 66 8p.

*HEALTH OCCUPATIONS EDUCATION; TECHNICAL EDUCATION; *ADVISORY COMMITTEES; *EDUCATIONAL PROBLEMS; EDUCATIONAL NEEDS; PROGRAM DEVELOPMENT

Committee members and Office of Education staff met with resource persons in health occupations area. Highlights of the specialists reports are: By 1970, 60 to 70 thousand medical technologists will be needed. Programs developed in technical and high schools and community colleges are all needed to reach this goal. Shortages of qualified teachers limit the output of registered physical therapists. Training of assistants is being emphasized. Many more persons need to be trained in prosthetics and orthotics. Guides for instruction and teaching materials are being developed slowly. The development of chains of nursing homes will stimulate the demand for both professional and subprofessional personnel. Additional schools, qualified teachers, and operating funds are needed for training dental assistants. Projects funded under 4(c) of the Vocational Education Act of 1963, including a recruitment film, were reported. The Committee supported a motion that the U.S. Office of Education should support both practical nurse education and the 2-year associate degree nursing program. It was generally felt that approval for use of federal vocational education funds for health occupations training programs should be based on a showing of quality in accord with accreditation standards where available. Committee recommendations concerned preparing a position paper on career ladders and circulating a statement supporting practical nursing and associate degree nursing programs. (BS)

VT 002 947 ED 018 611
Public Law 88-210.

Congress of the U.S., Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.00
HR-4955
Pub Date - 18Dec63 18p.

*VOCATIONAL EDUCATION; VOCATIONAL RETRAINING; *FEDERAL LAWS; *FEDERAL PROGRAMS; *FEDERAL STATE RELATIONSHIP; PUBLIC SCHOOLS; *FEDERAL AID; EDUCATIONAL OPPORTUNITIES; FINANCIAL SUPPORT
*VOCATIONAL EDUCATION ACT OF 1963; NATIONAL DEFENSE EDUCATION ACT OF 1958

The major purposes of the law were to strengthen and improve the quality of vocational education and to expand the vocational education opportunities in the Nation through the Vocational Education Act of 1963, and to extend for 3 years the National Defense Education Act of 1958 and Public Laws 815 and 874. It authorized increased federal grants to the States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs, and to provide part-time employment for youth of all ages and in all communities who need the earnings to continue their vocational training on a full-time basis. This vocational training or retraining for actual or anticipated opportunities for gainful employment is to be suited to the needs, interests, and abilities of the trainees. Major categories of provisions are: (1) authorization of appropriations, (2) allotments to states, (3) uses of federal funds, (4) state plans, (5) payments to states, (6) labor standards, (7) definitions, (8) advisory committee on vocational education, (9) amendments to George-Barden and Smith-Hughes Acts, (10) extension of practical nurse training and area vocational education programs, (11) work-study programs for vocational education students, (12) residential vocational education schools, and (13) federal control. Amendments to sections of Title I, II, III, IV, V, VI, VII, and X of the National Defense Education Act are included in the document. (WB)

VT 003 229 ED 021 972
Allen, Dwight W.
Flexibility for Vocational Education Through Computer Scheduling.

Stanford Univ., Calif. School of Education
EDRS PRICE MF-$0.25 HC-$2.05
Pub Date - 1Jul67 39p.

*FLEXIBLE SCHEDULING; *VOCATIONAL EDUCATION; *INTERDISCIPLINARY APPROACH; COMPUTERS; *PERFORMANCE CRITERIA; ACHIEVEMENT RATING; FLEXIBLE SCHEDULES; SOCIAL STUDIES; EXPERIMENTAL PROGRAMS; ACADEMIC ACHIEVEMENT; *CURRICULUM DEVELOPMENT; CONFERENCE REPORTS
STANFORD SCHOOL SCHEDULING SYSTEM

This progress report of a 2-year project (ending April 30, 1968) offers a random sampling of course schedule configurations, and specific course performance criteria submitted to the Stanford project staff for evaluation and comment, and a brief statement of the project's data collection and data evaluation objectives. The project seeks to demonstrate that it is feasible to improve vocational curriculum and vocational elements of general curriculums by applying computer scheduling technology to increase flexibility and by encouraging the use of performance criteria to measure student achievement. Specific information included is: (1) sample weekly schedules for 18 vocational courses such as the data processing course which includes two 90-minute laboratory meetings and one half-hour large-group meeting each week, (2) examples of the clarity with which performance objectives can be defined as behavioral outcomes such as, in basic electronics, "Given a drawing of an atom, be able to label all of the following items: neutron--its charge, proton--its charge, electron--its charge, and nucleus--its charge," (3) a chart showing interdisciplinary approach to teaching power mechanics with coordinated learning activities in science, math, and English, and (4) abstracts of presentations and summaries of discussions of a conference to examine the relationship between social studies and vocational education. (PS)

VT 003 245 ED 018 618
Setting Up an Apprenticeship Program, A Step-By-Step Guide in Training Apprentices for Skilled Occupations.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training
EDRS PRICE MF-$0.25 HC-$2.35
Pub Date - 66 45p.

*APPRENTICESHIPS; *PROGRAM PLANNING; *PROGRAM DEVELOPMENT; STANDARDS; PROGRAM GUIDES; GUIDELINES; DIRECTORIES; ADMINISTRATIVE AGENCIES

The purpose of this booklet is to provide guidelines for establishing apprentice programs in any industry or occupation which requires skills that take more than a few months to learn. To establish a program in a company without a labor agreement, the personnel should: (1) organize an apprenticeship advisory committee, (2) determine all knowledge and skills needed for the occupation, (3) secure the cooperation of workers and foremen who will be providing the on-the-job supervision, (4) arrange for the necessary related classroom instruction, (5) appoint an apprenticeship director to maintain standards, and (6) write a set of apprenticeship standards. Basic standards have been established by the Federal Committee on Apprenticeship. To conform with these standards, a program must provide for: (1) a minimum age, (2) a fair opportunity to apply, (3) selection on basic qualifications only, (4) a schedule of work processes, (5) organized related technical instruction, (6) a progressively increasing wage, (7) proper on-the-job supervision, (8) periodic evaluation of progress, (9) appropriate records, (10) employee-employer cooperation, (11) recognition of completions, and (12) nondiscrimination in all phases. Other areas covered are basic provisions which should be a part of the program, the actual job instruction, the cost of apprenticeship, and things to remember. Assistance is available from Federal, State, and local agencies for each step of program planning and operation. The names and addresses of the Federal and State agencies, sample forms, and a list of apprenticeship occupations are given in the appendix. (HC)

VT 003 280 ED 018 621
National Apprenticeship Policy of the National Automobile Dealers Association and the Automotive Trade Association Managers.

Manpower Administration, Washington, D.C. Bureau of Apprenticeship and Training
EDRS PRICE MF-$0.25 HC-$1.80
Pub Date - 66 34p.

*APPRENTICESHIPS; *STANDARDS; *AUTO MECHANICS (OCCUPATION); PROGRAM PLANNING; DIRECTORIES; ADMINISTRATIVE AGENCIES; TRADE AND INDUSTRIAL EDUCATION; PROGRAM ADMINISTRATION; PROGRAM GUIDES
NATIONAL AUTOMOBILE DEALERS ASSOCIATION; AUTOMOTIVE TRADE ASSOCIATION MANAGERS

The apprenticeship standards in this bulletin are intended for use as a guide for the participating automobile dealers and for the apprentice candidates in establishing mutually equitable financial, employment, training, and personal goals. Some of the 37 topics presented include: (1) Qualifications for Apprenticeship, (2) Term of Apprenticeship, (3) Selection Procedure, (4) Apprentice Wages, (5) Apprentice Agreement, (6) Probationary Period, (7) Periodic Examination, (8) Apprentice Hours, and (9) Work Experience. Programs of specialization are outlined for auto (passenger), heavy-duty truck, body repair, and body painter mechanics. Sample forms and records, and a directory of regional and state apprenticeship agencies are included. (HC)

VT 003 523 ED 016 819
Vocational Education in Colorado, Report to the Colorado General Assembly. Research Publication 118.

Colorado Legislative Council, Denver
EDRS PRICE MF-$0.50 HC-$5.90
Pub Date - Nov66 116p.

*PROGRAM EVALUATION; *VOCATIONAL EDUCATION; *HIGH SCHOOLS; *POST SECONDARY EDUCATION; APPRENTICESHIPS; *FEDERAL PROGRAMS; STATE SURVEYS; EDUCATIONAL FINANCE; STUDENT ENROLLMENT; CURRICULUM; JUNIOR COLLEGES
COLORADO

The Council's Committee on Vocational Education, created in 1965 to study the Colorado laws pertaining to vocational education and youth employment, reviewed publicly supported vocational education programs, the State Board for Vocational Education, and local and federal nonschool programs to develop an inventory of vocational education in Colorado. No single agency had been in a position to develop overall vocational education policy affecting all programs. There was a lack of adequate occupational education opportunity especially in the public schools and post-secondary institutions. The guidance counselors in public schools frequently lacked the necessary occupational orientation. The secondary schools were well suited for offering basic exploratory and introductory occupational education, but felt the terminal-type occupational programs should be largely post-secondary in nature. The recommendations for legislative action included: (1) increased state support for secondary school occupational programs, (2) state support for occupational guidance and counseling in the secondary schools, (3) increased emphasis on post-secondary occupational programs, particularly in the junior colleges, (4) the expansion of the apprenticeship program, and (5) the establishment of a new board controlling both junior college and occupational education program. (HC)

VT 003 554 ED 018 631
National Apprenticeship and Training Standards for Glaziers and Glassworkers.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training
EDRS PRICE MF-$0.25 HC-$1.70
Pub Date - 66 32p.

*APPRENTICESHIPS; *GLAZIERS; *STANDARDS; FEDERAL LAWS; SKILLED OCCUPATIONS; TRADE AND INDUSTRIAL EDUCATION; *PROGRAM ADMINISTRATION; PROGRAM GUIDES; QUALIFICATIONS

This third edition of national apprenticeship standards represents the conservative judgment of leading glaziers and glassworkers concerning the essential factors in developing highly skilled glazier and glassworker craftsmen. It was developed by the National Joint Glazier and Glassworker Apprenticeship Committee in cooperation with the Bureau of Apprenticeship and Training. In addition to itemizing the various provisions of the national standards, this booklet includes an explanation of application of the standards for the guidance of local employers and labor representatives. Among the provisions are those dealing with the selection of applicants for apprenticeship, the appointment of shop apprenticeship committees to supervise the training of apprentices in each shop, and related instruction requirements of apprentices. Supplementing the provisions are: (1) an example of an apprentice recordkeeping form, (2) a schedule of work processes in which to train apprentices, (3) revised apprenticeship qualifications, (4) an evaluation and rating form, and (5) an explanation of Federal legislation affecting apprentice employment. A directory of regional and state Bureau of Apprenticeship and Training agencies is included. (HC)

VT 003 584 ED 018 634
Dauwalder (Donald D.) and Associates
The Administration and Financing of Vocational-Technical Education in Pennsylvania

Pennsylvania State Board for Vocational Education, Harrisburg
EDRS PRICE MF-$0.75 HC-$6.95
Pub Date - Dec64 137p.

*VOCATIONAL EDUCATION; POPULATION TRENDS; EMPLOYMENT PATTERNS; *EMPLOYMENT TRENDS; *EMPLOYMENT OPPORTUNITIES; EDUCATIONAL PLANNING; STATE LEGISLATION; SUPERVISION; PROGRAM EVALUATION; CERTIFICATION; EDUCATIONAL FACILITIES; ADMINISTRATIVE CHANGE; FINANCIAL POLICY; *EDUCATIONAL FINANCE; *EDUCATIONAL ADMINISTRATION; ADMINISTRATIVE ORGANIZATION; EDUCATIONAL NEEDS; COMMUNITY COLLEGES; TECHNICAL EDUCATION
PENNSYLVANIA

Major findings and recommendations of a study of current and proposed vocational education programs in the State are summarized. Areas covered are: (1) Employment Trends and Job Opportunities in which, on the basis of the analysis of 12 major statistical areas as to population, urban areas, industrial areas, educational opportunities, and employment opportunities, it was concluded that variance between areas was great enough to require educational planning only on the basis of further local study, (2) Organization of the Administration of Vocational-Technical Education which recommended that the State Board of Education have independent authority over the Department of Public Instruction, that reorganization take place and that state services be expanded, (3) Present Programs and Planning which identified weaknesses and issues in the statewide program that need to be resolved by the State Board, (4) Proposed Educational Organization which included recommendations on such problems as program revision, reimbursement patterns, experimental programs, enrollment standards, area schools, technical institutes, community colleges, fees, need determination, and articulation, (5) Fiscal Policy and Legislation which analyzed current financing, allocation of funds, and salary inequities and recommended legislation to correct the problems, (6) Supervision, Evaluation, and Certification which made specific suggestions concerning curriculum development, research and evaluation, teacher training and certification, and counseling and guidance, and (7) Educational Specifications which suggested methods for administering standards through the Department of Public Instruction and the State Board. (JM)

VT 003 613 ED 019 468
Norton, John K.
Financing the Kind of Public Schools New Jersey Needs.

National Committee for Support of the Public Schools, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.25
National Committee for Support of the Public Schools, 1424 Sixteenth Street, N.W., Washington, D.C. 20036 ($.50).
Pub Date - 64 43p.

*PUBLIC SCHOOLS; *EDUCATIONAL FINANCE; *EDUCATIONAL NEEDS; *SCHOOL TAXES; *EDUCATIONAL PROBLEMS; ACADEMIC ACHIEVEMENT; POPULATION GROWTH
NEW JERSEY

An analysis of educational problems, the cost of alleviating them, and methods of taxation by which adequate revenues could be obtained was made by the National Committee in response to requests from New Jersey residents. This initial report has value not only to citizens of that state, but also to all Americans interested in improving the scope, quality, and method of financing public education. Some educational problems facing New Jersey were: (1) The schools had to provide not only for normal population growth but also for immigration, and a backlog of unfilled needs, (2) The State ranked lowest in vocational education enrollment per 1,000 population among the 50 states, (3) One of every six public school pupils attended school in the six older cities, (4) High school dropouts encountered severe handicaps in securing employment, (5) One quarter of a million adults were functional illiterates, and (6) The need existed for 2-year colleges. The effects of an obsolete and inadequate pattern of public school finance indicated that the rising educational costs fall more on real property. New Jersey is in a position to increase its support of public schools and bring them into line with the demands made upon them, thereby achieving greater economic growth and production in a highly industrialized area. (WB)

VT 003 619 ED 022 852
Practical Nursing Education Today. Report of the 1965 Survey of 722 Practical Nursing Programs.

National League for Nursing, New York, N.Y. Dept. of Practical Nursing Programs
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
National League for Nursing, Department of Practical Nursing Programs, 10 Columbus Circle, New York, New York 10019 ($2.00).
Pub Date - 66 38p.

*NATIONAL SURVEYS; *PRACTICAL NURSES; *HEALTH OCCUPATIONS EDUCATION; ADMINISTRATIVE ORGANIZATION; ADVISORY COMMITTEES; CURRICULUM; EDUCATIONAL FINANCE; PROGRAM EVALUATION; LIBRARY FACILITIES; EDUCATIONAL FACILITIES; ENROLLMENT TRENDS; PROGRAM LENGTH; ADMISSION CRITERIA; STUDENT CHARACTERISTICS; POST SECONDARY EDUCATION; FACULTY; QUESTIONNAIRES
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

"Education for Practical Nursing, 1960," the report of a survey, recommended the development of criteria for program evaluation. Published in 1965, these criteria served as the basis for a questionnaire to collect data of 722 practical nursing programs. Data analyzed in the light of the 1960 survey showed (1) an upward trend in students' educational backgrounds, (2) fewer programs paying student stipends, (3) a written philosophy and objectives for most programs, (4) more clinical instructors employed by the controlling agency and learning experiences selected by the instructors, (5) more programs including care of mentally or emotionally disturbed patients, (6) experimentation in providing an integrated curriculum, (7) inadequacy of library holdings in many programs, and (8) serious dropout problems in some programs. In 61 Manpower Development and Training Act (MDTA) programs, analyzed separately, wide variations were found. Some recommendations were for (1) utilization of effective screening tests, (2) faculty selection on the basis of teaching preparation and knowledge of practical nursing education as well as a degree, (3) budgetary provision for adequate libraries, (4) discouragement of programs with small enrollments, and (5) studies of available educational and clinical resources and faculty before initiation of new programs. (JK)

VT 003 700 ED 021 050
Karnes, James B.
Emerging Programs of Vocational and Technical Education in Secondary Schools of Missouri in Relation to Manpower Needs.

Missouri Univ., Columbia. Dept. of Industrial Education
EDRS PRICE MF-$0.25 HC-$1.70
Pub Date - 22Mar67 32p.; Bulletin, v.68, number 8. Education 1967 Series, number 96

COMPARATIVE ANALYSIS; *VOCATIONAL EDUCATION; PROGRAM ATTITUDES; HIGH SCHOOLS; POST SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; *PROGRAM DEVELOPMENT; *MANPOWER NEEDS; ENROLLMENT PROJECTIONS; EXPENDITURES; *STATE SURVEYS
MISSOURI

The number and types of vocational and technical education programs being developed by school districts were studied to find a statewide pattern and to ascertain how well the present and proposed programs relate to projected manpower needs. Data concerning present reimbursable programs, secured from the Missouri State Department of Education, were tabulated as a basis for projecting expansion. Additional data were collected by four information forms sent to 507 superintendents of secondary school districts, 506 district board presidents and 17 local vocational directors. The chi-square test of homogeneity was used to ascertain the relative merit of a given program in relation to plans for establishing or implementing it. Bureau of the Census 1960 labor force statistics were projected to 1970 to ascertain manpower needs for major occupational groups in the state. Some of the conclusions were: (1) There is a serious inadequacy of vocational education programs among districts of all sizes, (2) Many practical arts courses in business education and industrial arts will probably be converted to reimbursable vocational courses, (3) Many superintendents are unaware or indifferent to needs in health, technical, and trade and industrial occupations, (4) Less importance is placed on vocational programs for post-high school youth and adults, (5) A reimbursement rate of 50 percent will be needed to establish programs in a majority of school districts, (6) An imbalance exists in enrollment as related to occupational groups, and (7) The greatest percent of increase will be in courses now having low enrollment, but expansion will fall far short of needs. This D.Ed. dissertation was submitted to Missouri University. (MM)

VT 003 773 ED 018 641
Education in the States, A Planning Chart Book.

National Committee for Support of the Public Schools, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.75
National Committee for Support of the Public Schools, 1424 Sixteenth Street, N.W., Washington, D.C. 20036, ($1.00).
Pub Date - 66 33p.

*EDUCATIONAL NEEDS; *EDUCATIONAL TRENDS; *PUBLIC SCHOOLS; ECONOMIC PROGRESS; *EDUCATIONAL PLANNING; SCHOOL EXPANSION; EMPLOYMENT TRENDS; POPULATION TRENDS; TECHNOLOGICAL ADVANCEMENT; EXPENDITURES

A condensed view of education in the United States is presented in 24 charts and brief explanations under the headings: (1) Toward a Trillion-Dollar Economy in 1975, (2) The Importance of Being Qualified, (3) Education is for All, and (4) Planning for Education--The Years Ahead. The trillion-dollar production potential is dependent upon technological advances and expanded educational opportunities. Not only will the new jobs be for the highly skilled, all jobs will require more education. Professional, technical, and related occupations will continue to be the most rapidly growing fields. Public education will need to provide a comprehensive program for persons of all ages and educational attainment. The trend toward urbanization and the resulting shift in population will require a reexamination of the rural-oriented educational system. State planning for quality education should: (1) provide improved techniques, equipment, and facilities for schools, (2) sponsor research on learning, curriculum, teaching materials, and textbooks, (3) expand educational opportunities, (4) improve standards of teaching, (5) meet manpower needs, and (6) modernize vocational education. Analytical tools are becoming available for planning educational systems. New techniques include systems analysis, program budgeting, and cost-effectiveness analysis. Fiscal experts are starting to look at education as a production process, somewhat analogous to industry, having input, process, and output variables. Public education expenditures, including many program improvements, may reach nearly $45 billion by 1970. (WB)

VT 004 121
Izzo, William A., And Others
Organization, Administration and Supervision of Vocational Education and Practical Arts Program.

State Univ. of New York, Oswego. Coll. of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug63 206p.

*VOCATIONAL EDUCATION; *PRACTICAL ARTS; *ADMINISTRATOR GUIDES; PROGRAM ADMINISTRATION

This handbook is for use by anyone interested in the organization, administration, and supervision of vocational and practical arts programs. It was developed by a committee of teachers preparing for administrative and supervisory positions. The major sections are: (1) Introduction, (2) Vocational Education and the Community, (3) Problems in Organization and Scope of Vocational Education, (4) Administrative Policies and Practices, (5) Improving the Program, (6) Presenting Vocational Education to the Community, and (7) Trends. Within these sections are the presentations of typical problems together with the committee's solution. Some sample forms relative to these problems are included. The document was reproduced by the spirit duplicating process. (EM)

VT 004 247 MP 000 357
Dental Assisting Program, July 1, 1966-June 30, 1967. Final Report.

New Mexico Univ., Albuquerque
EDRS PRICE MF-$0.25 HC-$0.45
Pub Date - 67 7p.

*DENTAL ASSISTANTS; *HEALTH OCCUPATIONS EDUCATION; *EDUCATIONAL PROGRAMS; STUDENT EVALUATION; EMPLOYMENT

Curriculum changes consisted of offering dental anatomy in the first semester and head and neck anatomy in the second semester. Improvements in the audiovisual department resulted in more effective teaching and learning in all courses. Of the 26 applications received, 18 trainees were selected, and four of these were encouraged to withdraw at the end of the first semester. Three of the 14 who completed both semesters did not receive Certificates in Dental Assisting because they failed to earn the required 2.0 grade point average. Twelve of the 14 were employed as dental assistants. Admission test scores did not appear to correlate with class rank except in the upper levels. Dentists rated the students on an evaluation check list, a sample of which is included. Although graduates of the first five classes were offered salaries identical to those offered persons without training, beginning salaries now differentiate between the trained and untrained. Because dentists in smaller communities were unable to attract graduates to their areas, the school has given preferential considerations to qualified applicants from outside of Albuquerque. Long range plans were to increase the maximum enrollment to 60 students. (EM)

VT 004 251 MP 000 360
Report of Dental Assistants Education and Training Program, Summer 1966.

North Carolina Univ., Chapel Hill. School of Dentistry
EDRS PRICE MF-$0.25 HC-$0.55
Pub Date - 66 9p.

*DENTAL ASSISTANTS; *HEALTH OCCUPATIONS EDUCATION; *PROGRAM DESCRIPTIONS; *SUMMER PROGRAMS

A 3-month summer training program for preparing dental assistants is briefly described. The on-the-job training course was extended to include 8 months of practical chairside assisting and additional instructional work in order to become eligible for accreditation. Criteria for determining the student's final grade for the 3-month program are outlined. Of 20 students in training, 18 took and passed the certification examination. Of the 18 employed, 14 were in private practice. The major change in the curriculum during 1966 was dropping a secretarial course and adding the time to the clinical and laboratory experience. The program over the past 10 years, was influential in raising the status and salaries of dental assistants in the State and furnished trained assistants to practitioners in several states and to various organizations and agencies within the State. (PS)

VT 004 275 ED 022 865
Vocational and Technical School Programs of Selected States. Research Report No. 124.

Arkansas Legislative Council, Little Rock. Research Dept.
EDRS PRICE MF-$0.25 HC-$1.40
Pub Date - Aug64 26p.

*VOCATIONAL EDUCATION; HIGH SCHOOLS; JUNIOR COLLEGES; AREA VOCATIONAL SCHOOLS; *PROGRAM DESCRIPTIONS; PROGRAM COSTS; PROGRAM ADMINISTRATION; *SOUTHERN STATES; *STATE SURVEYS; *PROGRAM PLANNING

In responding to questionnaires, 14 southern states provided information about their school programs to determine the desirability of establishing an accelerated vocational-technical school program. Some of the findings were: (1) The principle goal is training and retraining individuals in skills salable on the employment market, (2) The curriculums depend largely upon the demands of the locality for trained workers, (3) The trend seems to be toward establishing vocational-technical schools which will serve a particular area of the state, (4) All of the states reported some form of vocational-technical program being conducted, and many reported plans for expansion and improvement in the immediate future, (5) While every state offered vocational education as part of its public school curriculum, only two used high schools exclusively, (6) Five states operated a system of junior colleges, eight operated area vocational-technical schools, and three used all three educational systems, and (7) Operational expenditures ranged from $300,000 per year in Alabama to $13 million per year in Florida. Both a general summary of programs of all the states studied and state-by-state summaries are presented. (MM)

VT 004 319 ED 015 329
Pejovich, Svetozar; Sullivan, William
The Role of Technical Schools in Improving the Skills and Earning Capacity of Rural Manpower, A Case Study.

Saint Mary's College, Winona, Minn.
EDRS PRICE MF-$0.25 HC-$1.40
Pub Date - Sep66 26p.

*PROGRAM COSTS; *STUDENT COSTS; *EDUCATIONAL BENEFITS; *COMMUNITY BENEFITS; STATISTICAL ANALYSIS; PILOT PROJECTS; EMPLOYMENT POTENTIAL; *VOCATIONAL SCHOOLS; MANPOWER DEVELOPMENT; TRADE AND INDUSTRIAL EDUCATION; HEALTH OCCUPATIONS EDUCATION; OFFICE OCCUPATIONS EDUCATION; RURAL SCHOOLS; PROGRAM EVALUATION MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; WINONA AREA TECHNICAL SCHOOL, MINNESOTA

An effort was made to establish a basis for evaluating the private and social costs and returns accruing from investment in rural technical schools. A series of statistical formulas was developed and tested on questionnaire data supplied by 359 graduates and trainees of the Winona Area Technical School in Minnesota. The nine program areas of Manpower Development and Training Act (MDTA) instruction were auto mechanics, auto body repair, industrial electronics, highway technician, machine tool and die making, welding, general office clerk, practical nursing, and stenography. Systematic downward bias was introduced into each variable in order to keep formulas conservative. Private cost included student direct and indirect costs. Annual private return was calculated upon the basis of pre- and post-training annual incomes. Social costs were based upon educational expenditures, capital spent, and MDTA subsidies to students. Social returns were based upon gross earning differentials. Findings led to the conclusion that there were wide variations in private gains. The zero-or-less gains were offset by the intangible satisfaction expressed by trainees. Median private gain rates were higher or equal to average rates expected of other investments. Median social gain rates were lower than other social investments. About 80 percent of the graduates were remaining in their communities. (JM)

VT 004 342 ED 022 866
Davies, Mary, And Others
Federally-Assisted Manpower Development Programs; A Planning Staff Study.

Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.90
Pub Date - 66 36p.

*MANPOWER DEVELOPMENT; FEDERAL AID; *FEDERAL LAWS; *FEDERAL PROGRAMS; HIGHER EDUCATION; PROFESSIONAL TRAINING; DISADVANTAGED GROUPS; POVERTY PROGRAMS; VOCATIONAL EDUCATION; *PROGRAM COSTS

Federal programs which provide or assist in providing job-oriented education and training to prepare people for employment are described. Government inservice staff training programs, training provided in the Armed Forces, general aid to education, and programs to aid in the construction of facilities or acquisition of materials are excluded. Funding levels and purposes are given. Higher education and professional training are provided for in 19 federal laws such as the Atomic Energy Commission Act, Civil Rights Act, and Clean Air Act. Assistance to groups with special needs is given under the provisions of seven acts such as the Adult Indian Vocational Training Act and the Federal Prison Industries, Inc., Act. Occupational training is provided under the Area Redevelopment Act, Manpower Development and Training Act, National Apprenticeship Act, and Trade Expansion Act. Training provisions for the alleviation of poverty are made in the Economic Opportunity Act and Social Security Act. Vocational education in public schools is partially supported by funds from the George-Barden Act, Smith-Hughes Act, and Vocational Education Act of 1963. Data on people served and the cost of programs are summarized in tabular form. (JM)

VT 004 350
Suggested Guidelines for Developing a Training Program for the Nursing Unit Management Assistant (Ward Clerk).

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 19Jul63 9p.

*PROGRAM DEVELOPMENT; *WARD CLERKS; *HEALTH OCCUPATIONS EDUCATION; CURRICULUM; EDUCATIONAL QUALIFICATIONS; OCCUPATIONAL INFORMATION; EMPLOYMENT QUALIFICATIONS; GUIDELINES

The assistant functions under the direction of the individual responsible for unit management who may or may not be a professional nurse. Specific activities include checking supplies, making appointments for patients, handling records and forms, assisting visitors, and maintaining intra- and inter-unit communications. Qualifications should include a high school education or its equivalent and a good background in English. Curriculum objectives should be to develop an understanding of the particular organizational relations, the necessary management skills, the knowledge and skills to assist in maintaining an effective communications system, and the understanding of the importance of safety and the role of the assistant in maintaining a safe environment. Curriculum components should include ethics, legal aspects, human relationships, principles from the related sciences, records and forms, and management skills. While a registered nurse with a baccalaureate degree should coordinate the program and assume teaching responsibility, experts in the fields involved may be utilized. Other aspects to be considered are physical facilities and advisory committee representation. (JK)

VT 004 357 ED 021 994
Toward Quality in Nursing, Needs and Goals, Report of the Surgeon General's Consultant Group on Nursing. Publication No. 992

Public Health Service (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.2--N93/47, $.50).
Pub Date - Feb63 86p.

*NURSING; EMPLOYMENT PROJECTIONS; EMPLOYMENT STATISTICS; PROGRAM DEVELOPMENT; PRACTICAL NURSES; NURSES; MANPOWER UTILIZATION; *HEALTH OCCUPATIONS EDUCATION; *MANPOWER NEEDS; EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; EDUCATIONAL PROGRAMS; EDUCATIONAL FINANCE; RESEARCH NEEDS; PROGRAM IMPROVEMENT

Part One, "Needs and Goals," (1) examines nursing practice and nursing education, the supply of nurses, educational resources, and the needs in relation to specific fields of nursing, (2) sets a 1970 goal of 680,000 "professional nurses" in practice, an increase of 130,000 over those in practice in 1962, and 350,000 licensed practical nurses, and (3) specifies levels of preparation for "professional nurses." Part Two, "Moving Toward the Goals," recommends (1) a study, to be financed by private and government funds, of the present system of nursing education in relation to the responsibility and skill levels required for high quality patient care, and (2) the provision of federal funds to improve recruitment programs and allow for student loans and scholarships, assist nursing schools to expand and improve the quality of educational programs, aid professional nurses to obtain advanced training, assist health agencies to improve utilization and training of nursing personnel, and increase support for research in nursing. Seventeen tables include information about nurses and other nursing personnel in practice and about educational programs in respect to numbers, types, admissions, enrollments, graduations, and student costs. (JK)

VT 004 358 ED 021 055
Kramer, Lucy M.
Training Health Service Workers--The Critical Challenge, Proceedings of the Conference on Job Development and Training for Workers in Health Services (Washington, D.C., February 14-17, 1966).

Department of Labor, Washington, D.C.
Department of Health, Education and Welfare, Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS1.2:H35/9, $.60).
Pub Date - 66 108p.

*HEALTH OCCUPATIONS; *HEALTH OCCUPATIONS EDUCATION; MANPOWER NEEDS; *CONFERENCE REPORTS; EMPLOYMENT PROJECTIONS; PROGRAM DEVELOPMENT; SPEECHES; FEDERAL LEGISLATION; EDUCATIONAL TRENDS

Three hundred representatives of labor, management, education, health organizations, governments, professional associations, and other interested groups attended a conference planned as a medium to discuss issues, exchange views, and share experiences in matching people and jobs. Speeches include: (1) "Greetings from the Department of Labor" by W.W. Wirtz, (2) "Greetings from the Department of Health, Education, and Welfare" by W.J. Cohen, (3) "National Responsibility for Health Manpower" by F. Keppel, (4) "Manpower in a Service Economy" by E. Ginzberg, (5) "Health Manpower Needs and Requirements" by P.D. Bonnet, (6) "Trends in Education and Training of Health Service Workers" by P.E. Kinsinger, (7) "The Community's Responsibility for Health Manpower Development" by C. Vanik, (8) "Federal Resources for Training Workers in Health Services" by J.P. Walsh, (9) "Mobilizing Our Resources for Health Services" by W.H. Stewart, (10) "Health Manpower--The Challenge of the Next Decade" by W. Cohen, and (11) "The Challenge of Matching People and Jobs in Health Services" by S.H. Puttenburg. A panel discussion on the presentations by Eli Ginzberg and Philip Bonnet and group discussions on expanding the supply of qualified auxiliary health workers and developing programs for health workers below the baccalaureate level are summarized. Suggestions of conferees include strengthening the health team, delineating functions, coordinating Federal programs, utilizing federal resources for training auxiliary workers, increasing wages and improving working conditions, strengthening teaching, improving trainee and employee recruitment, and developing unused resources in the manpower pool. (JK)

VT 004 360 ED 021 996
Corson, John J., And Others
Advisory Committee on HEW Relationships with State Health Agencies Report to the Secretary, December 30, 1966.

Department of Health, Education, and Welfare, Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.20
Pub Date - 67 142p.

*INTERAGENCY COORDINATION; *GOVERNMENTAL STRUCTURE; FEDERAL GOVERNMENT; STATE GOVERNMENT; CITY GOVERNMENT; FEDERAL AID; HEALTH OCCUPATIONS EDUCATION; PUBLIC HEALTH; HEALTH FACILITIES; *HEALTH SERVICES; HEALTH PERSONNEL; RESEARCH

Commissioned to explore the relations between the Department of Health, Education, and Welfare (HEW) and state and local agencies in the field of health, the committee interviewed key HEW administrators, met with state and selected local health officials in nine states and officials of health associations, and invited comments from more than 50 professional health and welfare organizations. Government functioning is complicated by (1) diffusion of responsibility through various agencies other than HEW, (2) diffusion of responsibility within HEW through agencies other than the Public Health Service, (3) inadequate provision for coordinating the health activities of the numerous agencies, (4) further diffusion, compartmentalization, and lack of coordination at the state and local levels, (5) inadequacy of regional approaches, (6) emerging relationships outside the federal-state-local structure, and (7) the shortage of qualified health manpower. Included in the 29 comprehensive recommendations (some with suggested implementation procedures) for strengthening the local, state, or federal health partner are the (1) creation of a stronger organizational focus for health activities in the form of a "Department of Health" within HEW, (2) transfer of Office of Economic Opportunity demonstration projects to HEW Administration after they have proved their worth, (3) use of new approaches to manpower utilization under the Bureau of Health Manpower, and (4) expansion of training programs for supporting personnel along with guidance, student aid, and teacher education programs supported by the Office of Education. (JK)

VT 004 916 ED 022 021
Summary Report of Vocational-Technical Program Development by States.

Office of Education, Washington, D.C. Bureau of Adult and Vocational Education
EDRS PRICE MF-$0.25 HC-$2.80
Pub Date - Dec65 54p.

*VOCATIONAL EDUCATION; ANNUAL REPORTS; *PROGRAM DESCRIPTIONS; *STATE PROGRAMS; *STATE FEDERAL SUPPORT; PROGRAM EVALUATION; PROGRAM IMPROVEMENT; PROGRAM PLANNING; FEDERAL AID

This state-by-state report shows expansion and improvement of both facilities and programs as a direct result of the Vocational Education Act of 1963. Vocational-technical schools are becoming more accessible to men, women, and youth. At least 125 new schools are under construction, 209 additional ones are planned, and 62 existing centers have been designated as area schools. Thirty-three states report substantial additional appropriations for educational programs. Over 40 percent of the funds allocated to the states was used for construction of new facilities during the first 9 months of operation under the Act. Thirty percent of the federal funds went into secondary vocational education programs, 14 percent to post-secondary, 8 percent to adult education, 5 percent to ancillary services, and about 2.5 percent to programs for persons with special needs. National enrollment in vocational and technical schools totaled 5,263,200 for 1965, an increase of 15.3 percent over 1964. (MM)

VT 004 950
Wood, Hugh B.
Educational Statistics for Nepal.

The American Nepal Education Foundation, Eugene, Ore.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 18p.

*EDUCATIONAL PROGRAMS; EDUCATIONAL TRENDS; VOCATIONAL EDUCATION; PRIMARY EDUCATION; SECONDARY EDUCATION; HIGHER EDUCATION; *NATIONAL SURVEYS; FOREIGN COUNTRIES; FINANCIAL SUPPORT; INSTRUCTIONAL STAFF; *STATISTICAL DATA
NEPAL

Educational statistics from 1951 to 1961 were collected from various Nepali government and other agencies and assembled in the first comprehensive educational document for this undeveloped Asian country. Nepal has a predominantly agricultural population of nearly 10 million people who live in about 29,000 small villages. The country covers an area of 54,563 square miles and was divided into 32 political districts in 1962. Basic data presented in tabular form included school enrollment, primary education, secondary education, high education, teacher education, special technical education, adult education, government expenditures, cost of education, types of schools, education of girls, wastage in education, professional materials, and other miscellaneous data. (WB)

VT 004 956
Wood, Hugh B.
The Development of Education in Nepal. Bulletin 1965, No. 5.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.214:14110, $.30).
Pub Date - 65 83p.

*EDUCATIONAL PROGRAMS; HISTORICAL REVIEWS; EDUCATIONAL ADMINISTRATION; BIBLIOGRAPHIES; EDUCATIONAL FINANCE; EDUCATIONAL NEEDS; PRIMARY EDUCATION; SECONDARY EDUCATION; HIGHER EDUCATION; TEACHER EDUCATION; VOCATIONAL EDUCATION; ADULT EDUCATION; NATIONAL DEMOGRAPHY; *NATIONAL PROGRAMS; *FOREIGN COUNTRIES; DEVELOPING NATIONS NEPAL

Education has been accepted as a state responsibility and a fundamental right of each individual in Nepal; however, the expansion of education is limited by the availability of economic resources. Universal 5-year primary education is conceived as basic training on which further education can be built as needed. A 5-year secondary school will offer training in occupational skills and preparation for college and technical schools. A national university will provide professional training. Finally, extensive adult education will complete the total educational program. Nepal has many educational problems all of which can be solved in time with financial assistance. A selected bibliography is included. The appendixes list institutions of higher education, enrollment in educational programs, and educational proposals for Nepal. (WB)

VT 005 152 ED 020 404
Ellis, Willie T.; Berkey, A.L.
Bibliography of Summer Programs in Agricultural Education.

State Univ. of N.Y., Ithaca. Agricultural Education Div. at Cornell Univ.
EDRS PRICE MF-$0.25 HC-$0.90
Pub Date - Jan68 16p.

VOCATIONAL AGRICULTURE; *BIBLIOGRAPHIES; *SUMMER PROGRAMS; *PROGRAM PLANNING; *AGRICULTURAL EDUCATION; PHYSICAL FACILITIES; PUBLIC RELATIONS; YOUTH ACTIVITIES; *EDUCATIONAL RESOURCES; INSTRUCTIONAL MATERIALS; INSERVICE EDUCATION; EVALUATION

Approximately 160 professional books and periodical articles for use in planning and conducting summer programs are arranged alphabetically by author under the subjects: (1) Rationale for Summer Programs, (2) Program Planning, (3) Improving Physical Facilities, (4) Teaching Resources, (5) Files and Storage, (6) FFA Activities, (7) Public Relations, (8) Inservice Education, (9) On-Farm Instruction for High School Students, Young and Adult Farmers, (10) Evaluation, and (11) Miscellaneous. Publication dates range from 1949 to 1968. (WB)

VT 005 178 ED 020 408
Area Vocational Schools, A Summary of State Developments.

Office of Education (DHEW), Washington, D.C. Technical Education Branch
EDRS PRICE MF-$0.25 HC-$1.45
Pub Date - Jul63 27p.

*AREA VOCATIONAL SCHOOLS; *PROGRAM DEVELOPMENT; JUNIOR COLLEGES; COMMUNITY COLLEGES; TECHNICAL INSTITUTES; STATE LEGISLATION; SCHOOL CONSTRUCTION; SCHOOL EXPANSION; POST SECONDARY EDUCATION; EXTENSION EDUCATION; NATIONAL SURVEYS

Indications of progress in fiscal 1963 were 71 new area vocational-technical schools opened, 37 under construction, 69 in the planning stages, and 53 planning to expand their offerings, and in many cases, to add new facilities. In addition: (1) 26 states completed surveys and nine were in the process of conducting studies on which to base planning and legislative action to meet the needs for training skilled technicians, (2) 24 states offered post-secondary and extension courses in junior or community colleges, technical institutes, and industrial education centers, and (3) in 20 states there was new legislation to increase the number of vocational-technical schools, to expand the existing facilities, or to establish systems of area vocational schools. Developments in establishing and expanding area vocational-technical schools are reported for each state. (JK)

VT 005 211 ED 022 024
Symposium on Manpower and the War on Hunger (Washington, D.C., May 3-5, 1967).

International Manpower Inst., Washington, D.C.
Agency for International Development, Washington, D.C.
Department of Labor, Washington, D.C.
EDRS PRICE MF-$1.00 HC-$11.45
Pub Date - 67 227p.

*POPULATION GROWTH; *MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; AGRICULTURAL EDUCATION; DEMONSTRATION PROJECTS; *INTERNATIONAL PROGRAMS; DEVELOPING NATIONS; TECHNICAL EDUCATION; WORLD PROBLEMS; VOCATIONAL EDUCATION; UNEMPLOYMENT; *SYMPOSIA; *FOOD; AGRICULTURAL PRODUCTION; INTERNATIONAL ORGANIZATIONS

Approximately 75 specialists from government, universities, foundations, international organizations, trade unions, cooperatives, and business organizations participated in a 3-day symposium to contribute to efforts of the United States Government and international organizations to decrease the gap between world food production and population growth by providing for an exchange of ideas on ways of using manpower planning, development, and utilization techniques in dealing with the problem. Informal talks, panel discussions, case history presentations, and audience participation are reported for (1) Introduction, (2) The Food/Population Dilemma: A General Exposition, (3) Case History: Comilla Project, (4) Training Food Producers, (5) Problems of Manpower Incentive, Motivation, and Communication, (6) Case History: Mass Fertilizer Demonstration Project in El Salvador, (7) The World Food Situation: Past Trends and Future

Implications, (8) Training Middle-Level and Upper-Level Manpower, (9) Incomes, Productivity, and the War on Hunger, (10) Case History: Helmand Valley Project, (11) Unemployment, Underemployment, and the War on Hunger, (12) Human Resources, Food Production, and the Private Sector, and (13) Manpower Planning and the Role of Institutions in the War on Hunger. (JM)

VT 005 256 ED 020 413
Swanson, Gordon I.
Vocational Education for Rural America. Yearbook, 1958-59.

National Education Association, Washington, D.C. Dept. of Rural Education
EDRS PRICE MF-$1.50 HC NOT AVAILABLE FROM EDRS.
Department of Rural Education, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20006 ($4.00).
Pub Date - 59 355p.

RURAL AREAS; *VOCATIONAL EDUCATION; *RURAL EDUCATION; EDUCATIONAL HISTORY; EDUCATIONAL FINANCE; PROGRAM ADMINISTRATION; AGRICULTURAL EDUCATION; BUSINESS EDUCATION; DISTRIBUTIVE EDUCATION; HOMEMAKING EDUCATION; TRADE AND INDUSTRIAL EDUCATION; INDUSTRIAL ARTS; OCCUPATIONAL GUIDANCE; EDUCATIONAL PROBLEMS; *REFERENCE BOOKS

A yearbook advisory committee, appointed by National Education Association's Department of Rural Education and American Vocational Association members, approved the outline, assisted in selecting authors, and reviewed manuscripts for this yearbook on vocational education for rural areas. The discussion is in terms of the unifying theme that describes the problems of rural education--the maldistribution of human, economic, and educational resources. Part I, which treats the environment in which vocational education is offered in American society, covers its history, affecting forces, problems of accommodation, instructional levels, finance, administration, and its future. Part II presents the contributions and opportunities in: (1) agricultural, business, distributive, homemaking, trades and industrial education, (2) industrial arts, and (3) vocational guidance. The final chapter examines the critical issues in vocational education. Official records and lists of officers and members of the Department of Rural Education are listed. (JM)

VT 005 287 ED 025 598
Torrence, John Thomas
Relationship Between Training Programs Being Offered in State and Federal Penal Institutions and the Unfilled Job Openings in the Major Occupations in the United States.

DOCUMENT NOT AVAILABLE FROM EDRS.
Interlibrary Loan Service, University Libraries, Kansas State College of Pittsburg, Pittsburg, Kansas 66762 ($4.80).
Pub Date - Jun67 47p.

*VOCATIONAL EDUCATION; *CORRECTIONAL EDUCATION; *CORRECTIVE INSTITUTIONS; EMPLOYMENT OPPORTUNITIES; MASTERS THESES; NATIONAL SURVEYS; QUESTIONNAIRES; *EDUCATIONAL OPPORTUNITIES

Excluding military installations, training programs in state and federal penal institutions were surveyed, through a mailed checklist, to test the hypothesis that (1) training programs in penal institutions were not related to the unfilled job openings by major occupations in the United States, and (2) that training programs reported would have a wide variety of titles inconsistent with the Dictionary of Occupational Titles format. The 285 institutions which responded accounted for over 225,000 of the 230,000 inmate population in the United States. The 107 non-responding institutions were small and it was assumed that they have no training programs. Comparison of unfilled job openings and penal institution training areas revealed that only 20 out of 99 institutional training programs were related to unfilled job openings on the national level. Among the conclusions drawn were that training programs were organized to meet the service and maintenance needs of the institution rather than the post-release opportunities of the inmate, and that the wide variety of names assigned to the various courses in the training programs indicated that liaison between the various state employment agencies and the institutions was limited. This M.S. thesis was submitted to Kansas State College of Pittsburg. (ET)

VT 005 295 ED 020 417
Perry, Peter
Vocational Education and Training in the Soviet Union, Report of the BACIE Delegations Visit, 5-23, May, 1963.

British Association for Commercial and Industrial Education, London (England)
DOCUMENT NOT AVAILABLE FROM EDRS.
British Association of Commercial and Industrial Education, 26a Buckingham Palace Road, London, S.W. 1, England ($2.52).
Pub Date - May63 63p.

*VOCATIONAL EDUCATION; *VOCATIONAL SCHOOLS; *FOREIGN COUNTRIES; TECHNICAL EDUCATION; *EDUCATIONAL PROGRAMS, *EDUCATIONAL PHILOSOPHY; EDUCATIONAL FACILITIES; TEACHERS; JOB TRAINING
SOVIET UNION

A summary of industrial and commercial training information secured by a delegation of five British educators who visited 19 vocational technical schools, industrial establishments, institutes of higher education, and various levels of ministries and government departments in Moscow, Leningrad, and Tbilisc (Georgia) is presented. In 45 years, the Soviet Union with 216 million people of 100 different nationalities, has been transformed from a conservative and primarily illiterate population to one of the most progressive, technological industrial societies of today. The primary Marxist doctrine that matter must be conquered, controlled, and used by the mind for the benefit of man is clearly apparent in the educational system, especially in the technical education. Vocational training for each of about 8,000 classified crafts follows an identical syllabus in all parts of the country. Training or retraining for new crafts, sometimes in anticipation of technological developments, is a significant feature. Courses are 1, 2, or 3 years in length, and a final examination determines the basic starting wage in the craft. There is exceptional emphasis on output linked with earnings depending on the quantity produced, and moral pressure such as displaying grades, merit awards, and failures is used. Technicians and foremen training, correspondence courses, education at different levels, facilities, teachers, and women's role in the economy are discussed. The appendixes include the constitutional framework, extracts from government laws, the delegation's itinerary, and recommended reading. (WB)

VT 005 432 ED 022 032
Gilliard, R.W., And Others
Project MACTAD, Mobile Area Committee for Training and Development. Periodic Report.

Mobile Area Committee for Training and Development, Inc., Ala.

Department of Labor, Washington, D.C.
Department of Health, Education and Welfare, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.70 OEG-82-01-66-89
Pub Date - 68 52p.

*VOCATIONAL EDUCATION; VOCATIONAL RETRAINING; *ON THE JOB TRAINING; *UNDEREMPLOYED; FEDERAL PROGRAMS; PROGRAM ADMINISTRATION; PROGRAM DESCRIPTIONS; *UNEMPLOYED; JOB PLACEMENT
MOBILE; ALABAMA; *PROJECT MACTAD

The project was created to train the unemployed and underemployed in the Mobile area in skills qualifying them for jobs in Alabama's expanding industrial complex. Developments in the administration, recruiting, counseling, community service, training, job development and placement, and followup of the project from January 1, 1968 through February 29, 1968 are presented. A program of dissemination was instituted to inform the community of the objectives of the Project and to establish rapport between local businesses, industry, and the community. Additional white staff was employed while effort was made to serve the entire community by recruiting and training both white and Negro persons. A total of 120 persons were enrolled in dry cleaning, shipfitting, welding, auto service mechanics, and diesel mechanics. New courses were added to replace those inadequate because of lack of job placement opportunity and low salaries. Prevocational training to include basic and remedial education, citizenship, work habits, and job responsibilities, and assistance in solving health and other problems are needed. Job placement and development was being strengthened by employer contacts, curriculum and worker analyses to identify weaknesses, and information dissemination. So far, there has been considerable difficulty in locating Project graduates in related jobs in the Mobile area. (WB)

VT 005 467 ED 022 034
Dobrovolny, Jerry S.
Civil Engineering Technology Consultants' Workshop (Atlanta, Georgia, May 17-20, 1967).

American Association of Junior Colleges, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.70
American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.50).
Pub Date - 68 32p.

*ENGINEERING TECHNICIANS; *CIVIL ENGINEERING; *PROGRAM PLANNING; *JUNIOR COLLEGES; PROGRAM DEVELOPMENT; CURRICULUM; CONSULTANTS; WORKSHOPS; *TECHNICAL EDUCATION; EDUCATIONAL FACILITIES; MANPOWER NEEDS; OCCUPATIONAL INFORMATION; INSTRUCTIONAL STAFF
*OCCUPATIONAL EDUCATION PROJECT

A consultants' workshop was conducted by the Occupational Education Project of the American Association of Junior Colleges to orient the consultants to recent developments in civil engineering technology and their responsibilities in program development. This document, a summary of workshop presentations and discussions, is intended as a guide to consultants and as an introduction to civil engineering technology for junior colleges administrators. A consultant should be used by junior colleges in conducting meaningful manpower-need studies to determine the feasibility of instituting a program in civil engineering technology. The need study can help determine whether the program should be general in nature or more specialized. If the decision is made to establish a program, a consultant should assist in selecting a competent individual to serve as head of the department. This individual would then be responsible for developing the curriculum, staff, and facilities through the involvement of consultants and a local advisory committee. The 2-year program in civil engineering technology should include an integrated sequence of educational experiences with a distribution of approximately 19 credit hours in basic science courses, 15 credit hours in non-technical courses, and 38 credit hours in technical courses. The objectives of the program will determine the requirements for faculty, laboratories, potential student population, and other program facets. (HC)

VT 005 476 ED 022 036
Nangle, Grace L.
A Conference on New Educational Curricula for Subprofessional Personnel in Health Services. Interim Report.

Massachusetts State Dept. of Education, Boston
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.40 OEG-1-6-062664-2071 08
BR-6-2664
Pub Date - 1May67 86p.

CURRICULUM MATERIALS; MANPOWER NEEDS; HOSPITALS; UNIVERSITIES; JUNIOR COLLEGES; FEDERAL AID; HEALTH OCCUPATIONS CENTERS; INTERAGENCY COORDINATION; *SUBPROFESSIONALS; *CONFERENCES; *HEALTH OCCUPATIONS EDUCATION; *PROGRAM DEVELOPMENT; FILMSTRIPS; QUESTIONNAIRES; CURRICULUM

Sixty-eight representatives of various types of health field organizations attended a conference held at the Medical and Dental School of Tufts University to examine needs and problems in health occupations and to consider new program patterns. Speeches by experts in the health and education fields, an inspection tour of the Springfield Trade High School and Technical Institute, and intensive small-group discussions were featured. The major outcome of the Conference was the refined concept of a Center for Health Occupations; an "organized department or facility, or unit, within a school or school system that provides occupational training for health occupations." Recommendations concerned (1) cooperative, organized, ongoing planning, (2) attention to the high school curriculum as well as to programs for adults, and (3) provision for student progression from one level to another. An executive committee was appointed to provide means for assessing new programs and to evaluate conference participants, a film strip describing the Springfield project in which pilot programs were inaugurated out of the core of the medical assistant program was in process, and curricula materials were sent to conference impact. After the conference a questionnaire was distributed to conference participants and other interested parties. Appendixes include eight speeches, a list of conference participants, the conference program, and the questionnaire. (JK)

VT 005 478 ED 026 476
Manpower in Economic and Social Growth; Proceedings of International Manpower Seminar (6th, June 1-August 13, 1966).

Agency for International Development, Washington, D.C. Office of Labor Affairs
Manpower Administration (DOL), Washington, D.C. International Manpower Inst.
EDRS PRICE MF-$1.00 HC-$12.80
Pub Date - 66 254p.

*CONFERENCE REPORTS; ADMINISTRATIVE PROBLEMS; ADMINISTRATIVE POLICY; CASE STUDIES (EDUCATION); *MANPOWER DEVELOPMENT; SOCIOECONOMIC STATUS; *ECONOMIC DEVELOPMENT; ECONOMIC FACTORS; *EDUCATIONAL IMPROVEMENT; EDUCATIONAL PLANNING; VOCATIONAL EDUCATION; FOREIGN COUNTRIES; *HUMAN RESOURCES; IMPROVEMENT PROGRAMS; MANPOWER UTILIZATION; SPEECHES; EMPLOYMENT PROBLEMS; DEVELOPING NATIONS
*INTERNATIONAL MANPOWER INSTITUTE; JUNE 1-AUGUST 13, 1966; WASHINGTON, D.C.

Summaries of 62 papers presented at the Sixth International Manpower Seminar are given. Four major topics were emphasized: (1) "Human Resources in Economic and Social Growth" dealt with basic concepts of human resources, natural resources, and economic resources, (2) "Manpower Planning and Allocation in Economic Development" covered principles, policies, and general guidelines in manpower planning and distribution, (3) "Population and Employment Policies and Measures" focused on population pressures, employment opportunities and policies, and improvement of individuals, and (4) "Manpower Strategy, Administration, and Institutions" developed alternative strategies in manpower development and utilization, administrative and institutional arrangements, education and training, manpower policy, and policymaking research. Twenty-one of the summaries report case studies of manpower experience in developing countries. Twenty-seven government executives and advisors from 18 countries attended, representing such fields as economics, manpower planning, education, and employment security. (EM)

VT 005 568 ED 028 242
Health Services Mobility Study, Plan of Work.

City Univ. of New York, N.Y. Research Foundation
Office of Economic Opportunity, Washington, D.C. Community Action Program
EDRS PRICE MF-$0.25 HC-$2.55 CG-8783-A/0
Pub Date - 68 49p.

*OCCUPATIONAL MOBILITY; *HEALTH OCCUPATIONS; HEALTH OCCUPATIONS EDUCATION; PROFESSIONAL EDUCATION; JOB ANALYSIS; *SYSTEMS APPROACH; MANPOWER NEEDS; *RESEARCH; MANPOWER DEVELOPMENT; CURRICULUM DEVELOPMENT; PROGRAM ADMINISTRATION
NEW YORK CITY

To determine ways and means of facilitating horizontal and vertical mobility within New York City's Health Services Administration and selected private hospitals, a systems approach was adopted. Methodology for manpower development and training in an organizational setting related to the educational system and other accrediting institutions will be developed and demonstrated in the hospitals. As a result, 11 separate reports are expected between May and December, 1968, including (1) "Towards a Policy of Manpower Development and Training," (2) "The Existing Structure of the New York City Civil Service Jobs in Hospitals: A Technical Report," (3) "A Systems Approach to Job Design: The Job-Task Matrix Code System," (4) "A Systems Approach to Curriculum Design: The Curriculum-Task Module," (5) "An Examination of Required Curriculum for Selected New York Hospital Jobs: Patient-Related Jobs," (6) "A Proposal for a New Manpower Development System for New York City Hospitals: Patient Related Jobs," (7) "Lessons in Administering a Manpower Research Program: A Case Study," and (8) the final report. (JK)

VT 005 628 ED 021 069
Miller, A.J.; Valentine, I.E.
National Program Development Institutes in Technical Education, Summer 1967, A Compilation of Selected Presentations and Instructional Materials. Leadership 16.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
EDRS PRICE MF-$0.75 HC-$9.55
Pub Date - Feb68 189p.

*LEADERSHIP TRAINING; *INSTRUCTIONAL MATERIALS; *TECHNICAL EDUCATION; SURVEYS; LEADERSHIP STYLES; PROGRAM PLANNING; RESEARCH NEEDS; TEACHER EDUCATION; FEDERAL STATE RELATIONSHIP; EDUCATIONAL FACILITIES; STUDENTS; CURRICULUM; LEADERSHIP QUALITIES; SPEECHES; NATIONAL PROGRAMS; FINANCIAL SUPPORT; ADMINISTRATIVE PROBLEMS; INSTRUCTIONAL STAFF; PUBLIC RELATIONS; EDUCATIONAL RESOURCES; *INSTITUTES (TRAINING PROGRAMS)

Selected materials generated by the four 1967 summer leadership development institutes in technical education are presented. The materials were compiled to fulfill a need for additional instructional materials to be used in conducting future state and locally sponsored training activities and institutes. Commissioned papers are: "A Design for the Dynamic Leadership in Vocational Education in the Decade Ahead" by Richard S. Nelson, "Intermediate and Long-Range Program Planning in Vocational-Technical Education" by Joseph T. Nerden, and "Technician Need Surveys" by Herbert Righthand. Also included are: (1) 21 representative papers on instructional topics discussed at the institutes conducted by the University of California at Los Angeles, The University of Connecticut, Utah State University, and Mississippi State University, (2) a presentation on the ERIC system designed as a basic script to be used with transparencies which can be duplicated from accompanying illustrations, and (3) a series of vocational and technical education facilities layouts provided by the U.S. Office of Education, Bureau of Adult and Vocational Education, and Division of Vocational and Technical Education, to show the diversity of facility designs being implemented throughout the nation. (HC)

VT 005 717 ED 020 436
McKee, John M.
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center at Elmore, Alabama. First Progress Report, September-November 15, 1964.

Draper Correctional Center, Elmore, Ala. Rehabiliation Research Center
EDRS PRICE MF-$0.25 HC-$2.35
Pub Date - 64 45p.

*EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROJECTS; *CORRECTIONAL EDUCATION; *VOCATIONAL EDUCATION; REMEDIAL INSTRUCTION; PRISONERS; JOB PLACEMENT; *PROGRAM DESCRIPTIONS; COUNSELING; REHABILITATION PROGRAMS MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Youthful offenders between the ages of 16 and 23 are the experimental subjects in a Manpower Development and Training Act program, established August 31, 1964. Basic and occupational education was provided in (1) five 26-week courses: welding, appliance repair, auto repair, barbering, and bricklaying, and (2) two 52-week courses: radio and television repair and technical writing. Enrollment in each course was set at 10 students. The program aimed to demonstrate successful inmate training, reduction of training time by using programmed materials, successful job placement, the effects of counseling on inmates and their families, the effects of a counselor practicum for college students, and the successful use of community volunteers in the pre-release program. Activities for this period included preparing programed materials, remodeling facilities, hiring staff, and establishing a list of potential employment communities. The appendixes include personal resumes, sample forms, a summary of student test scores on the California Achievement Test and the General Aptitude Test Battery, a time schedule of classes, and news releases. (EM)

VT 005 718 ED 020 437
McKee, John M.; Seay, Donna M.
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center at Elmore, Alabama. Third Progress Report, January 1-February 15, 1965.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center
EDRS PRICE MF-$0.25 HC-$1.80
Pub Date - 65 34p.

*CORRECTIONAL EDUCATION; *VOCATIONAL EDUCATION; *DEMONSTRATION PROJECTS; *EXPERIMENTAL PROGRAMS; *PROGRAM DESCRIPTIONS; PRISONERS; REHABILITATION PROGRAMS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Youthful offenders serving prison sentences were experimental subjects in a manpower training program involving courses in welding, appliance repair, radio and television repair, auto repair, barbering, technical writing, and bricklaying. Counseling and training continued for enrollees in these seven courses, and 130 inmates applied for the second cycle of the five 26-week courses. Enrollment in the first course series dropped from 70 to 65 by February 15, 1965. Monetary incentives were used to increase the effectiveness of programed remedial instruction: $5.00 was given to the first student to achieve a given level of success based on a point system. Installation of all equipment in the service station mechanic shop was completed. A majority of the students expressed pride in the project, and their personal appearance improved. Specific job placement was confirmed in (1) Birmingham, Gadsden, Anniston, Huntsville, Montgomery, (2) Sanford, Florida, and (3) Fort Worth, Texas. The appendixes include (1) a list of counselee problems, (2) student counselors' work schedules, (3) an explanation of the use of programed instruction in vocational training, (4) "The Draper Experiment--A Dramatic Use of Programed Instruction in a Prison for Youthful Offenders" by John M. McKee and Donna M. Seay, and (5) organizational charts. (EM)

VT 005 719 ED 020 438
McKee, John M.; Seay, Donna M.
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center at Elmore, Alabama. Fourth Progress Report, February 15-May 1, 1965.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center
EDRS PRICE MF-$0.50 HC-$3.95
Pub Date - 65 77p.

*VOCATIONAL EDUCATION; *CORRECTIONAL EDUCATION; *DEMONSTRATION PROJECTS; *EXPERIMENTAL PROGRAMS; *PROGRAMED INSTRUCTION; PROGRAM DESCRIPTIONS; PRISONERS; BIBLIOGRAPHIES; PROGRAMED MATERIALS; REMEDIAL PROGRAMS; ACHIEVEMENT GAINS; REHABILITATION PROGRAMS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The first group of 46 inmates was graduated from vocational courses in welding, bricklaying, service station work, small appliance repair, and barbering in April 1965. Twenty of these graduates had confirmed jobs, 11 had tentative job commitments, and 15 were awaiting parole dates. The 118 applicants for the next series of courses will participate in a prevocational training to facilitate placement in specific training areas. The technical writing class completed 10 self-instructional lessons for use in other vocational courses and had six others nearing completion. Achievement gains based on scores from the California Achievement Test are reported for each of 78 students. The appendixes include: (1) publicity materials, (2) a record of self-instructional units completed by each trainee, (3) a bibliography of programed lessons, (4) "Use of Programed Instruction in Vocational Education" by John M. McKee and Donna M. Seay, (5) a procedure for preparing programed materials, (6) "Making Sow's-Ear-Writers into Silken Programers" by J.H. Harless, (7) "An Outline for Some Notes on Applying the Principles of Programed Instruction" by J.H. Harless, and (8) excerpts from the Mental Health Study Committee Report. (EM)

VT 005 794 ED 022 905
Applying Technology to Unmet Needs. Technology and the American Economy. Appendix Volume V.

National Committee on Technology, Automation and Economic Progress, Washington, D.C.
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y3.T22:2T22/App/Vol V, $1.75).
Pub Date - Feb66 258p.

TECHNOLOGY; MODELS; *AUTOMATION; *URBAN ENVIRONMENT; *SOCIAL PROBLEMS; *TECHNOLOGICAL ADVANCEMENT; CITY PLANNING; *CITY PROBLEMS; AEROSPACE TECHNOLOGY; AIR POLLUTION CONTROL; WATER RESOURCES; TRANSPORTATION; BIOLOGICAL SCIENCES

Twelve studies dealing with the problem of applying technology to unmet human and community needs are presented. "Urban Planning and Metropolitan Development--The Role of Technology" examines the possibilities of the computer and other modern planning tools. "Technology, Automation, and Economic Progress in Housing and Urban Development" describes innovations in the housing field. "Technology and Urban Needs--A Report of the Engineering Foundation Research Conference on the Social Consequences of Technology" summarizes the conclusions and points of consensus of the 60 participants. "The Four Aerospace Contracts--A Review of the California Experience" reports on feasibility studies of the application of aerospace industry skills to problems of urban transportation and solid waste control. -Transferability of Research and Development Skills in the Aerospace Industry" analyzes the same studies to determine the usefulness of the systems approach to large-scale social problems. "Technological Change As It Relates to Air Pollution," "Water Pollution Control," and "Report on the Solid Waste Problem" describe the problems and suggest alternative solutions. Other papers treat (1) transportation policy, (2) life sciences, (3) social, political, and economic models and simulations, and (4) techniques to assure the proper use of government developed technologies. Other appendixes to VT 003 962 are VT 003 960, VT 003 961, and VT 005 795-VT 005 797. (EM)

VT 005 797 ED 022 908
Educational Implications of Technological Change. Technology and the American Economy, Appendix Volume IV.

National Commission on Technology, Automation and Economic Progress, Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.55
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00).
Pub Date - Feb66 149p.

*EDUCATIONAL CHANGE; COMPUTER SCIENCE; COMPUTER ASSISTED INSTRUCTION; *COMPUTER ORIENTED PROGRAMS; VOCATIONAL EDUCATION; *INSTRUCTIONAL TECHNOLOGY; INSTRUCTIONAL MEDIA; TIME SHARING; *EDUCATIONAL TRENDS; EDUCATIONAL OBJECTIVES; ADULT EDUCATION; AUTOMATION; COMPENSATORY EDUCATION; CULTURALLY DISADVANTAGED; EDUCATIONAL POLICY; *TECHNOLOGICAL ADVANCEMENT; FEDERAL GOVERNMENT

Three studies dealing with the educational implications of technological change are presented. "The Application of Computer Technology to the Improvement of Instruction and Learning" by Don D. Bushnell, Richard de Mille, and Judith Purl is based on 35 research and development programs involving computer technology. Their general thesis is that current educational use of computers is for administrative and logistical control purposes but the future potential of such applications will be in instructional activities. "The Emerging Technology of Education" by James D. Finn reviews related literature, identifies trends, and discusses implications of technology for education. Gabriel D. Ofiesh makes "A Proposal for a

National Research and Development Program in Educational Technology for American Education." A series of eight papers by the staff of the College of Education, University of Iowa, present an analysis of numerous implications which technological change has for education. Other appendixes to VT 003 962 are VT 003 960, VT 003 961, and VT 005 794-VT 005 796. (EM)

VT 005 830 ED 027 376
Torrence, John T., Comp.
Vocational Training Offered by State and Federal Correctional Institutions. Directory.

Penitentiary, Leavenworth, Kans.
EDRS PRICE MF-$1.25 HC-$14.40
Pub Date - Sep66 286p.

*DIRECTORIES; *VOCATIONAL EDUCATION; *CORRECTIVE INSTITUTIONS; *CURRICULUM; STATE PROGRAMS; FEDERAL PROGRAMS; NATIONAL SURVEYS; *CORRECTIONAL EDUCATION

This directory is intended for general information and guidance for educators in penal institutions. In compiling the directory, questionnaires were sent to 364 state and 28 federal penal insitutions in the United States. Responses were received from 257 state institutions comprising all 50 states and from all 28 federal institutions. It has been assumed that 107 state institutions which did not respond have no vocational training programs. These 107 institutions are for the most part small camps, farms or centers with less than 100 population. The institutions that reported and are listed account for over 225,000 of the 230,000 inmate population in the United States. It is therefore felt that the institutions listed represent nearly all those offering vocational training. The directory is presented in three sections: Part One, Listing of Institutions Comprising Directory, Part Two, Institutions Offering Training by Vocational Area, and Part Three, Vocational Training Offered by Individual Institutions. A study of the relationship between these programs and the unfilled job openings in the major occupations of the United States is available as ED 025 598 (ARM Fall 1969). (CH)

VT 005 948 ED 023 839
Opening the Doors: Job Training Programs. Part One, Recommendations and Summary Findings.

Greenleigh Associates, Inc., New York, N.Y.
Department of Health, Education and Welfare, Washington, D.C.
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. HEW-05-67-61
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS1.2:OP2/Part I, $1.00).
Pub Date - Feb68 161p.

*FEDERAL PROGRAMS; *JOB TRAINING; ADULT VOCATIONAL EDUCATION; *PROGRAM EVALUATION; *PROGRAM ADMINISTRATION; PROGRAM COORDINATION; PROGRAM DESCRIPTIONS; PROGRAM DEVELOPMENT; *PROGRAM IMPROVEMENT; MANPOWER DEVELOPMENT; STATE PROGRAMS; EMPLOYMENT SERVICES; FINANCIAL SUPPORT; INTERAGENCY COORDINATION; VOCATIONAL REHABILITATION; POVERTY PROGRAMS; ADULT BASIC EDUCATION; APPRENTICESHIPS
MDTA PROGRAMS; MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; JOB CORPS; NYC; NEIGHBORHOOD YOUTH CORPS; ECONOMIC OPPORTUNITY ACT

Part One of this report summarizes the detailed data and findings of Part Two (VT 005 949). A thoroughly documented analysis of federally supported job training programs in terms of their scope, interrelationships, and administration (including inter- and intra-agency coordination) led to 25 recommendations, including: (1) Consolidation of program administration in a single Cabinet-level agency, newly formed or existing, is not desirable or appropriate at this time, (2) An office should be established within the Department of Labor to expedite and implement equal opportunity in all federally supported manpower programs, (3) Resources for training programs should be expanded, with funding sufficient to make significant inroads in the problems they seek to remedy, (4) A time period longer than 12 months is desirable for funding programs, along with simplification of the refunding process, and (5) Planning grants should be made available to state and/or local governments for the development of comprehensive manpower plans, incorporating education, work, and training programs with the necessary sequential linkages and related manpower services. Each recommendation is supported by a synopsis of relevant findings. Five appendixes contain excerpts from selected literature pertaining to manpower policy. See also VT 006 507 (ARM Fall 1969). (ET)

VT 005 949 ED 025 604
Opening the Doors: Job Training Programs. Part Two, Text and Tables.

Greenleigh Associates, Inc., New York, N.Y.
Department of Health, Education and Welfare, Washington, D.C.
EDRS PRICE MF-$1.25 HC NOT AVAILABLE FROM EDRS. HEW-05-67-61
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS1.2:OP2/Part II, $1.50).
Pub Date - Feb68 290p.

*FEDERAL PROGRAMS; *JOB TRAINING; ADULT VOCATIONAL EDUCATION; *PROGRAM EVALUATION; *PROGRAM ADMINISTRATION; PROGRAM COORDINATION; MANPOWER DEVELOPMENT; PROGRAM DEVELOPMENT; STATE PROGRAMS; INTERAGENCY COORDINATION; FEDERAL LAWS; URBAN AREAS; VOCATIONAL REHABILITATION; ADULT BASIC EDUCATION; POVERTY PROGRAMS; FINANCIAL SUPPORT; APPRENTICESHIPS; WORK EXPERIENCE PROGRAMS; PROGRAM IMPROVEMENT; PROGRAM DESCRIPTIONS
MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; JOB CORPS; NEIGHBORHOOD YOUTH CORPS; NYC; MIAMI; PHOENIX; MISSOURI; BOSTON; DALLAS; HUNTINGTON; SEATTLE; ECONOMIC OPPORTUNITY ACT; CALIFORNIA

Part I (VT 005 948) of the report to the Committee on Administration of Training Programs contains summaries of the findings and recommendations based on the analysis of data presented in this volume. Answers to two basic questions were sought: (1) To what extent is there waste, duplication, and inefficiency in administering federally supported job training programs as many individual programs?, and (2) How are the programs administered? Among the 31 programs reviewed are vocational education, institutional and on-the-job training under the Manpower Development and Training Act, apprenticeship and training, Job Corps, specialized training under Title II of the Economic Opportunity Act, work experience, work-study, Neighborhood Youth Corps, and others. The programs are administered by about 20 Federal offices, under 12 different laws. Information was gathered from relevant legislation, documentary materials, study reports, testimony from participants and others, interviews with over 75 federal and regional administrators, an intensive study of the impact of program operations in Oakland and Fresno, California, and St. Louis and Springfield, Missouri, and other sources. Described and analyzed at all operational levels are program characteristics, aspects of administration including funding, the coordinating structure, and dimensions of need. See also VT 006 507 (ARM Fall 1969). (ET)

VT 006 309 ED 021 151
Notes and Working Papers Concerning the Administration of Programs Authorized Under Vocational Education Act of 1963. Public Law 88-210, As Amended.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare
EDRS PRICE MF-$1.75 HC-$21.25
Pub Date - Mar68 423p.

*NATIONAL PROGRAMS; *VOCATIONAL EDUCATION; *ENVIRONMENTAL INFLUENCES; FEDERAL LAWS; EDUCATIONAL HISTORY; CURRICULUM DEVELOPMENT; OCCUPATIONAL GUIDANCE; STUDENT ENROLLMENT; RESEARCH AND DEVELOPMENT CENTERS; YOUTH CLUBS; *ORGANIZATION; INFORMATION DISSEMINATION; TEACHER EDUCATION; EDUCATIONAL OBJECTIVES; ADMINISTRATION; ISSUES; EDUCATIONAL INNOVATION; ANCILLARY SERVICES; *EVALUATION; EXPENDITURES; RESEARCH COORDINATING UNITS
VOCATIONAL EDUCATION ACT OF 1963

Under the provisions of the Vocational Education Act of 1963, the Advisory Council on Vocational Education was directed to review the administration and status of vocational education programs and to make recommendation for improving such programs. Highlights, recommendations, issues, and problems of vocational education within the national context of changing social, educational, and economic conditions are reported. Publication 1 is "Highlights and Recommendations from the General Report of the Advisory Council on Vocational Education, 1968". Publication 2 is the "General Report of the Advisory Council on Vocational Education, 1968." Publication 3 is the "Summary and Recommendations Adopted From the General Report of the Advisory Council on Vocational Education, 1968." Some highlights are: (1) Enrollment in vocational education increased from approximately 4 million in 1962 to about 7 million in 1967 with major enrollment in secondary schools and adult programs, (2) Heaviest enrollments were in homemaking, trade and industrial, and office occupational areas, and (3) Of 347,370 graduates available for placement in October, 1966, 80 percent were placed in fields or related fields for which they trained. Two major recommendations were that all Federal vocational education acts administered by the Office of Education be combined into one Act and that two to four centers for vocational education curriculum development be established. (EM)

VT 006 337
Manley, Fred William
Panel on Two-Year Technical Education Programs in Agriculture and Natural Resources.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 17Jun68 5p.

*POST SECONDARY EDUCATION; *TECHNICAL EDUCATION; *AGRICULTURAL EDUCATION; *AGRICULTURAL TECHNICIANS; PROGRAM DESCRIPTIONS; *EDUCATIONAL POLICY; NATURAL RESOURCES; EDUCATIONAL TRENDS
*NATIONAL RESEARCH COUNCIL; PANEL ON TWO-YEAR PROGRAMS

The Commission on Education in Agriculture and Natural Resources of the National Research Council established a panel on 2-year post-secondary programs with specific charges to: (1) review the status and trends, (2) identify problems and suggest solutions, and (3) give attention to role, goals, administration, curricular organization, transfer curriculums, faculty, counseling, instructional materials, facilities, equipment, enrollment needs (terminal students), and communications. Sections in this paper include: (1) Progress of the panel, including meetings held and a probable outline for the total report, (2) Agricultural Technician Defined, (3) Brief Summary of Study to Determine Current Status and Trends, containing a listing of the number of institutions, programs, and students enrolled in the five states enrolling 64 percent of the student in agricultural technology, (4) Two-Year Technical Education Curriculum in Agriculture and Natural Resources Defined, and (5) The National Research Council, containing a brief description of its organization and functions. (DM)

VT 006 440 ED 026 486
Cone, Bonnie E., Ed.; Vairo, Philip D., Ed.
Occupational Education: A Challenge to the Two-Year College.

North Carolina Univ., Charlotte
North Carolina State Board of Education, Raleigh. Dept. of Community Colleges
EDRS PRICE MF-$0.25 HC-$2.80
Pub Date - Sep67 54p.; Proceedings of a State Conference (Charlotte, N.C., July 23-26, 1967).

*CONFERENCE REPORTS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *TECHNICAL INSTITUTES; *COMMUNITY COLLEGES; ACCREDITATION (INSTITUTIONS); FRINGE BENEFITS; BIBLIOGRAPHIES; SPEECHES; EDUCATIONAL NEEDS; EDUCATIONAL CHANGE; MANPOWER NEEDS; TEACHER EDUCATION
*STATE CONFERENCE FOR COMMUNITY COLLEGE ADMINISTRATORS, CHARLOTTE, NORTH CAROLINA, JULY 23-26, 1967

The purpose of this conference was to present a variety of papers focused on the rationale that providing more and better quality education for the world of work is vital for the South and is of twofold urgency because: (1) Millions of Southerners are ill prepared to seize existing employment opportunities, and (2) Business and industry must have an adequate force of well trained tradesmen and technicians if the South's rapid economic development is to continue. Topics include: Occupational Education in the North Carolina Community College System, Accreditation of Occupational Education Programs, and Preparation of Personnel in Occupational Education. A 100 item selected bibliography on occupational education in a 2-year college is included. (CH)

VT 006 912 ED 022 955
National Program Development Institutes in Technical Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.80 OEG-3-7-070452-3045 08
BR-7-0452
Pub Date - Feb68 134p.

*TECHNICAL EDUCATION; *NATIONAL PROGRAMS; *LEADERSHIP TRAINING; *SUMMER INSTITUTES; *PROGRAM DESCRIPTIONS; PROGRAM DESIGN; PROGRAM ADMINISTRATION; PROGRAM EVALUATION; PROGRAM COORDINATION; PROGRAM CONTENT; PARTICIPANT CHARACTERISTICS
*DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION

The four 1967 institutes were coordinated through a consortium approach wherein the Center for Vocational and Technical Education, The Ohio State University served as the coordinating agency for designing the program, preparing staff, evaluating the program, writing the final report, disseminating information, and following up participants. The General Leadership Development Institutes held at Mississippi State University and Utah State University were designed to meet the needs of technical education personnel in relatively new positions. The State Staff Development Institutes held at the University of California at Los Angeles and The University of Connecticut were designed specifically to help experienced technical education personnel to better understand and fulfill their state leadership roles. Instructional materials for the institutes included the original Compilation of Technical Education Materials (VT 002 936) and the supplements (VT 002 930, VT 002 928 in ARM Winter 1967) prepared for the 1966 institutes, and additional commissioned papers and materials. Recommendations indicate that the institutes planned and conducted on the consortium approach should be continued in 1968, the leadership and program development training in technical education supported by federal funds and national advisory services should be continued, and that institutes should be planned and organized around fewer topics of most critical need. (HC)

VT 006 931 ED 022 961
Agan, Raymond J.
The Development and Demonstration of a Coordinated and Integrated Program of Occupational Information, Selection, and Preparation in a Secondary School. Final Report.

Kansas State Univ., Manhattan
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.45 OEC-5-85-078 08
BR-5-0027

Pub Date - Jun68 27p.

*VOCATIONAL EDUCATION; *PILOT PROJECTS; INTERDISCIPLINARY APPROACH; *INSTRUCTIONAL MATERIALS; *OCCUPATIONAL GUIDANCE; DEMONSTRATION PROGRAMS; HIGH SCHOOLS; *PROGRAM DEVELOPMENT; MATERIAL DEVELOPMENT; RURAL SCHOOLS; PROGRAM DESCRIPTIONS; PROGRAM ATTITUDES
PAOLA; KANSAS

The objectives of this study were: (1) to develop and organize a coordinated program of vocational education which would include occupational information, selection, and preparation in the secondary school, (2) to use both individual and team-teaching techniques in the program, and (3) to give guidance in self-assessment by the students relative to their choice of a vocation. Paola High School was selected as the pilot center. Surveys were conducted to identify employment opportunities and the competencies required for 500 local occupations. On the basis of these surveys, instructional materials were developed for the junior year, "Commonalities in Occupations," and for the senior year, "Experiences in Occupations." These materials are included in Appendix A (VT 006 932 in AIM Summer 1969). Data collection was by personal interviews and by questionnaires completed by graduating seniors. Within the 1967-68 junior class, 50 percent were enrolled in "Commonalities in Occupations." Eighty-five percent of of students completing both years of the interdisciplinary program planned to work for the same employer in some capacity. Thirty-seven percent attended college and 26 percent attended trade school. Of those attending college or trade school, 82 percent used their senior year experience to finance education expenses. (CH)

VT 007 214 ED 023 907
Thomas, Robert W.
Research and Development in Vocational and Technical Education: Non-Metropolitan Areas. Final Report.

Iowa State Univ. of Science and Technology, Ames
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.45 OEC-5-85-108 08
BR-5-0045

Pub Date - Jun68 67p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *EDUCATIONAL RESEARCH; *RURAL AREAS; *EMPLOYMENT OPPORTUNITIES; HUMAN RESOURCES; EDUCATIONAL RESOURCES; OCCUPATIONAL GUIDANCE; INTERDISCIPLINARY APPROACH; POPULATION TRENDS; ECONOMIC FACTORS; VOCATIONAL DEVELOPMENT
IOWA

A strategic intelligence unit and a research activities unit were the two main components of a project to undertake interdisciplinary discussions and studies of problems associated with vocational and technical education in nonmetropolitan areas. Reasons for an interdisciplinary attack were: (1) changes affecting town and rural residents including a multitude of political, social, and economic trends, (2) changes related to job opportunities, school tax burdens, and forced occupational and geographic migration, (3) substitution of capital for labor in farm and industry, drastically decreasing the opportunity for labor utilization in rural areas, (4) reduced farming opportunities, increasing the need for nonagricultural vocational education, (5) small towns and rural areas becoming oversupplied with social institutions designed for less mobile, more agrarian, and more populous areas of a recent past, and (6) questions being raised about the need for consolidation of local governments, businesses, churches, educational structures, and local community services. The appendixes within this report summarize the results of the various activities of the strategic intelligence unit and research activities unit. Additional appendixes to this report are available as VT 007 128-VT 007 131 (ARM Spring 1969). Earlier investigations are reported in ED 011 068 and ED 011 069. (DM)

VT 007 544 ED 025 653
Three-Year Pilot Program in High School Vocational Education. Findings, Conclusions and Recommendations. Final Report.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services
Wisconsin State Board of Vocational, Technical and Adult Education, Madison
EDRS PRICE MF-$0.50 HC-$3.95
Pub Date - Aug68 77p.

*PILOT PROGRAMS; *VOCATIONAL EDUCATION; *COMPREHENSIVE HIGH SCHOOLS; SECONDARY SCHOOL STUDENTS; *INSTRUCTIONAL PROGRAMS; ADVISORY COMMITTEES; SCHOOL ADMINISTRATION; STUDENT CHARACTERISTICS; OCCUPATIONAL GUIDANCE; STUDENT ENROLLMENT; PROGRAM COORDINATION; PROGRAM ADMINISTRATION; STATE SCHOOL DISTRICT RELATIONSHIP; COMMUNITY INVOLVEMENT; PROGRAM DEVELOPMENT; *PROGRAM EVALUATION
WISCONSIN; CAPSTONE COURSES

The purpose of this report is to convey the findings, conclusions, and recommendations relative to a pilot program in high school vocational education over a 3-year period from June 1965 through June 1968 in 34 comprehensive high schools in the State of Wisconsin. The findings in this report are based on data compiled from the results of a series of nine survey instruments. Data are presented on the following topics: (1) The Guidance and Counseling Program, (2) The Student Body, (3) The Instructional Program, (4) The Local Program Coordination, (5) The Local Administration, (6) The Advisory Committees, (7) The Capstone Course Teachers, and (8) The Program in General. One example of the recommendations is that the role of general education in the development of vocational education students is important, and efforts to better articulate the activities of academic and vocational education courses should be increased. A related document is VT 007 589 (ARM Fall 1969). (CH)

CURRICULUM
SECTION

VT 002 297
Brooking, Walter J.
The Development and Use of an Instrumentation Technology Curriculum Guide. Preprint No. 7.5-1-64.

Instrument Society of America, Pittsburgh, Pa.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 10p.

*CURRICULUM DESIGN; *CURRICULUM DEVELOPMENT; *INSTRUMENTATION TECHNICIANS; TECHNICAL EDUCATION; POST SECONDARY EDUCATION; OCCUPATIONAL INFORMATION; PROGRAM CONTENT; *COURSE DESCRIPTIONS

Programs to educate technicians must provide (1) knowledge of applied science and of the associated hardware, processes, systems concepts, procedures, techniques, materials, and modern measuring and control devices, and (2) ability to communicate with the engineer or professional scientist doing research, development, production, or scientific work. The Instrument Society of America signed a contract with the U.S. Office of Education to develop this type of program into a 2-year post high school curriculum guide for training highly skilled instrumentation technicians. The two main problems in the construction of a valid curriculum guide for these technicians were to define in detail what the technician must do; then to design a series of courses which would give students the needed knowledges, attitudes, and competencies. These problems were met by obtaining information through questionnaires and personal visits. A tentative outline was written and distributed to 102 schools, 45 industries, and 21 other organizations for their review. A final draft was further reviewed by 14 technical institutes and junior colleges. This review resulted in a curriculum guide which is outlined here. The guide is published with the title, "Instrumentation Technology, a Suggested 2-year Post High School Curriculum," OE-80033 (VT 002 516 in AIM Fall 1967). (HC)

VT 005 186
Sukrasep, Kanchana
Changes, Modernization, New Courses, and Developments in Agricultural Education in California High School-1965.

California State Polytechnic Coll., San Luis Obispo. Dept. of Agricultural Education
California State Dept. of Education, Sacramento. Bureau of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 26p.

STATE SURVEYS; *VOCATIONAL AGRICULTURE; *COURSES; HIGH SCHOOLS; *CURRICULUM DEVELOPMENT; IMPROVEMENT
CALIFORNIA

A survey was conducted to determine what new courses and developments had occurred in agricultural education in California public high schools before and after 1961. A two-part survey form was sent to the director of agriculture in each of the high schools. The first part dealt with course changes that have been conducted for more than five years. The second section consisted of a description of new courses. Data were compiled and categorized according to total school enrollment. Some findings were: (1) Nearly one-half of the schools have changed course titles which most frequently included the words science, ornamental horticulture, management, and business, (2) About one-half of the schools indicated a change in the primary purpose or objectives while nearly three-fourths indicated changes in course content, (3) One-third of the schools reported changes in financial support primarily due to 1963 Vocational Education Act funds, and (4) 66 of the 118 schools which responded offered 110 new courses. The appendixes list new titles for courses begun prior to 1961 and after 1961. (WB)

VT 005 283
Miller, Robert
A Suggested Guide for Industrial Arts Education.

Alaska State Dept. of Education, Juneau. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 6p.

*ADMINISTRATOR GUIDES; *INDUSTRIAL ARTS; *SECONDARY SCHOOLS; *CURRICULUM; *STATE CURRICULUM GUIDES
ALASKA

This administrative guide was developed to encourage the development of comprehensive industrial arts programs in Alaska high schools. Industrial arts is based on these assumptions: (1) It is general education, (2) It is for the entire student body regardless of occupational goals, (3) It draws upon today's technology and is directed toward technological literacy, (4) It should develop industrially related experiences and basic knowledges and skills required by all members of society, and (5) It is a set of calculated experiences to interest and inform students about technology. It was suggested that each industrial arts program offer at least one unit in each of these areas: (1) drafting, (2) woodworking, (3) metal working, (4) power machines, (5) electricity-electronics, (6) graphic arts, (7) ceramics, (8) leather, (9) plastics, (10) textiles and weaving, and (11) handicrafts. (EM)

VT 005 423 ED 022 897
Curriculum Programs in Action, Their Administration and Evaluation.

San Francisco State College, Calif. Center for Technological Education
Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
Communication Service Corporation, 1629 K Street, N.W., Washington, D.C. 20006.
Pub Date - 66 128p.; Report of a Conference Devoted to Description, Demonstration, and Evaluative Discussions of Innovative Programs in Vocational-Technical Education.

CONFERENCE REPORTS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; PROGRAM ADMINISTRATION; *PROGRAM EVALUATION; *CURRICULUM; *EDUCATIONAL INNOVATION; JUNIOR COLLEGES; PRETECHNOLOGY PROGRAMS; ADMINISTRATOR ROLE; TEACHER ROLE; TEACHER EDUCATION; HIGH SCHOOLS; PROGRAM DESCRIPTIONS; INDUSTRY
RICHMOND PLAN; PROJECT FEAST; VISUAL COMMUNICATION EDUCATION; VICOED; AMERICAN INDUSTRY PROJECT; PITTSBURGH; PENNSYLVANIA

The presentation, review and evaluation of innovative vocational-technical curriculums in operation was the major function of a San Francisco State College and the Center for Studies in Vocational and Technical Education at the University of Wisconsin. Major presentations were: (1) "Making Education Relevant," by M. Feldman, (2) "The Role of the Administrator in the Pre-Tech Program," by W. Plutte, (3) "The Role of the High School Principal," by A.W. Richards, (4) "The Concept of Teacher Re-Education," by J.C. Briscoe, (6) "Evaluating the Technology Programs," by H.V. Kincaid, (7) "Project FEAST," by H.W. Gifford, (8) "Implications for Junior College Programs," by L. Batmale, (9) "A Curriculum in Action--Teacher Education," by H. Stadermann, (10) "The Partnership Vocational Education Project," by E.L. Minelli, (12) "Interdiscipline Programs in VICOED," by R. Schalm, (13) "Up to Seventy Percent," by L.J. Kishkunas, and (14) "The American Industry Project," by O.W. Nelson. (DM)

VT 005 585
Voth, Theodore H.
Expectations of Oklahoma Firms Concerning Occupational Curricula for State Junior Colleges.

Oklahoma Vocational Research Coordinating Unit, Stillwater
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 9p.

*VOCATIONAL EDUCATION; *JUNIOR COLLEGES; *CURRICULUM RESEARCH; *EMPLOYER ATTITUDES; COURSES; EDUCATIONAL OBJECTIVES
OKLAHOMA

A sample of 55 industrial and business employers was surveyed to identify junior college curricula features which they considered important in occupational education. Responses indicated: (1) 47 preferred a 2-year curriculum including general education courses, while seven preferred a 1-year straight vocational course, (2) 32 favored 25 percent general education, 11 favored 35 percent general education, six favored 15 percent general education, and four favored 45 percent general education, (3) 24 favored an equal amount of classroom and skill development activities, 17 favored 25 percent classroom and 75 percent skill development activities, and 13 favored 75 percent classroom and 25 percent skill development activities, (4) 43 favored programs aimed at career development, while 12 favored job skill development, (5) 26 employers indicated junior college programs were highly desirable for experienced workers, and 23 employers indicated such programs would be desirable for experienced workers, (6) The employers identified eight curricula which should be given more attention and seven curricula which should be implemented.(EM)

VT 006 250
Parsons, Cynthia
Schooling for Skills.

DOCUMENT NOT AVAILABLE FROM EDRS.
Christian Science Monitor, One Norway Street, Boston, Massachusetts 02115 ($1.00
Pub Date - 67 28p.; Reprinted from The Christian Science Monitor.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *VOCATIONAL SCHOOLS; *PROGRAM DESCRIPTIONS; *EDUCATIONAL INNOVATION; EDUCATIONAL NEEDS

This is a compilation of 10 newspaper articles covering new vocational programs and schools. "Fitting Education to the Child" reviews the incongruence between enrollment in educational programs and manpower needs as well as new program developments. "Benson Polytechnic" reviews an exemplary Portland, Oregon, high school. "Opportunity Keeps Knocking" explains Denver's Emily Griffith Opportunity School. "Vocational Center With 'Everything'" describes the Southern Nevada Vocational Technical Center. "Under One Roof in Canada" discusses a Canadian "composite" school, Martingrove Collegiate Institute. "Education for Tomorrow's Jobs" explains Fort Lauderdale's Nova Schools and the integrated or organic curriculum concepts applied in grades 1-12. "Demand for Skilled Workers Escalating" concerns the operations of programs in Allentown, Pennsylvania and Stamford, Connecticut. "From Farm to Factory in Ohio" presents Ohio's Penta-County Vocational School service five counties. "New Mexico: School Rolls Up Its Sleeves" gives the development of Northern New Mexico State School and describes the Somerset, Kentucky Area Vocational and Technical School. "Training, One Answer to Riots" describes Milwaukee Vocational, Technical, and Adult Schools. (EM)

VT 006 448
Price, Ray G., And Others
A Four State Survey of Business Education Programs.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 18p.

*BUSINESS EDUCATION; *HIGH SCHOOLS; STUDENT ABILITY; *CURRICULUM RESEARCH; STUDENT ENROLLMENT; *SCHOOL SURVEYS; CURRICULUM; PILOT PROJECTS; PROGRAM LENGTH

The purposes of the study were to determine: (1) the business subject offerings, (2) grade level of offerings, (3) length of subjects offered, and (4) ability level of business education students in Iowa, Minnesota, North Dakota, and Wisconsin. The sample included 36 small schools, 18 medium schools and 12 large schools. A total of 1,365 scholastic ability test scores of business students were secured from the schools to determine ability level. Information concerning business course offerings, grade level of subjects offered, and length of subjects offered was obtained by questionnaire. Some of the findings were: (1) The most popular vocational business courses in terms of the percentage of schools offering them were first year typewriting, first year bookkeeping, first year shorthand, and clerical practice; (2) The most popular basic business courses in terms of the percentage of schools offering them were general business, business law, and economics; (3) The average scholastic ability of all business students in the survey was slightly above average (105.89 I.Q.); (4) Business courses having students of higher than average ability were notehand, economics, second year shorthand, consumer economics, secretarial practice, and first year typewriting, (5) Business courses having students of lower than average ability were recordkeeping, consumer education, salesmanship, and retailing. (MM)

VT 006 653
Wolff, Michael F.
Technology and the Curriculum. Dimension for Exploration.

State Univ. of New York, Oswego. Coll. at Oswego
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 21p.

*TECHNOLOGICAL ADVANCEMENT; *CURRICULUM DEVELOPMENT; *TECHNICAL EDUCATION; *INDUSTRIAL ARTS; *ENGINEERING EDUCATION; TECHNOLOGY

Technology is a discipline whose aims and methods are different from those of science. The principle aim of science is the pursuit of knowledge, while technology seeks to use nature to achieve specific practical ends. Some areas of technological development which should influence curriculum are: (1) transportation systems which consist of a vehicle support system, a guidance system, and a propulsion system, (2) communication systems involving information, a transmitter, a medium, and a receiver, (3) energy systems involving generation, transmission, and distribution, and (4) manufacturing systems involving computers for automated design, extensive planning and production control. Some of the curriculum development projects based on such recent technological developments are the Engineering Concepts Curriculum Project of the Commission on Engineering Education for high schools, and a Dartmouth College sophomore course in which "student companies" are set up to define an engineering problem and then research, analyze, design, build, and test a prototype solution to the problem. Any such technological course must involve meaningful interaction with the humanism of philosophy, religion, art, and literature in such a way as not to bury our individuality and deprive us of our human freedom. (EM)

VT 006 673 ED 025 621
Koonce, Tommy Ray
State Prepared Industrial Arts Resource Material: Their Status, Preparation, and Effectiveness.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - 68 134p.

DOCTORAL THESES; *INDUSTRIAL ARTS; *RESOURCE MATERIALS; STATE CURRICULUM GUIDES; *TEACHER ATTITUDES; *STATE PROGRAMS; *CURRICULUM MATERIALS; NATIONAL SURVEYS; EVALUATION CRITERIA; QUESTIONNAIRES; MATERIAL DEVELOPMENT; STATE DEPARTMENTS OF EDUCATION; PUBLICATIONS; AGENCY ROLE

The purpose of this study was to ascertain (1) the current status of professionally prepared industrial arts resource materials, (2) the effectiveness of these materials, and (3) the process of professional interaction involved in preparation of resource materials. Resource materials were collected by the researcher and analyzed and ranked by three professionals. Other data were collected by questionnaire from 1,288 teachers and 48 persons from state departments. Some of the findings are: (1) Over one-half of the states had definite plans to publish or revise materials, (2) About 20 states distribute materials free to teachers, (3) State department personnel recommended that teachers modify state-prepared materials to the local situation, (4) A majority of teachers develop their own materials, and few use out-of-state materials, (5) Over 90 percent of the teachers in states which prepare materials found the materials inappropriate for direct classroom use, (6) Over 50 percent of the teachers indicated a need for publication sections treating state services to local programs, references and teaching aids, the role of industrial arts in education, and safety, and (7) More value was placed on these materials by experienced teachers and by teachers who held master's degrees than by beginning teachers who held bachelor's degrees. (EM)

VT 006 725
Richardson, Burl B.; Edington, Everett D.
The Training Needed for Selected Farm Related Occupations in Four Counties in Oklahoma. Bulletin Number 2, Research Series Number 2.

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 36p.

*AGRICULTURAL EDUCATION; *OFF FARM AGRICULTURAL OCCUPATIONS; EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; EMPLOYMENT QUALIFICATIONS; *CURRICULUM; AGRICULTURAL SUPPLIES; AGRICULTURAL MACHINERY; HORTICULTURE; FOOD PROCESSING OCCUPATIONS; FARM STRUCTURES
OKLAHOMA

To determine what preemployment training is important in obtaining a job in farm-related occupations, 63 selected agricultural businesses in four purposively-determined counties in Oklahoma were included in the study. Vocational agriculture teachers in the four-county area identified farm machinery, dairy processing, buildings and structures, nursery production, and feed, seed, and fertilizer as the most important farm related occupations. All agricultural business areas reported an expected increase in employment in the next 5 to 10 years, with nursery production and farm machinery reporting the greatest anticipated increase. Farm background and vocational agriculture training was considered important in nursery production, farm machinery, and feed, seed and fertilizer. Major curriculum content needed in agronomy, farm mechanics, animal science, and management were identified. Training through Future Farmers of America activities was of some importance to all businesses. Some recommendations were that more horticulture be included in the vocational agriculture program, that formal business training and salesmanship be offered to high school students, and the development of joint programs of vocational education between distributive education and agricultural education. (DM)

VT 006 814 ED 022 062
Boggs, Gerald Eugene
A Comparative Analysis of the Impact of Various Types of Curricula on the Vocational Success of School Dropouts.

Office of Manpower, Policy, Evaluation and Research (DOL), Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
Clearinghouse for Federal Scientific and Technical Information, U.S. Dept. of Commerce, National Bureau of Standards, Springfield, Virginia 22151.
Pub Date - May67 114p.

*DROPOUT REHABILITATION; EXPERIMENTAL GROUPS; CONTROL GROUPS; VOCATIONAL FOLLOWUP; DROPOUT RESEARCH; DOCTORAL THESES; *SUCCESS FACTORS; DROPOUTS; *VOCATIONAL EDUCATION; *ACADEMIC EDUCATION; *EMPLOYMENT EXPERIENCE; COMPARATIVE ANALYSIS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; OKLAHOMA CITY; OKLAHOMA

The purpose of this dissertation, submitted to Oklahoma State University, was to investigate vocational success differences in four groups of subjects at the Manpower Development and Training Act School Dropout Rehabilitation Program in Oklahoma City in 1965. An ex post facto design involved 162 subjects in three curriculums (combination, vocation, or academic); 40 of these had dropped out or did not start the program and served as a control group. The subjects had to be (1) unemployed or underemployed school dropouts, (2) between the ages of 17-22, (3) out of school at least 1 year, and (4) judged capable of completing the program. Vocational success measures taken at 6-month and 1-year intervals after training were (1) entry into the labor market, (2) employment status, (3) number of jobs held, (4) number of days employed, (5) weekly wages, (6) job performance, and (7) job satisfaction. Results significant at the .05 level were: (1) The ratio of subjects entering the labor market to subjects not entering was greater for the vocational group than for the control group, (2) The ratios of employed to unemployed were greater for the combination and vocational groups than for the control group, (3) Combination, vocational, and academic groups were employed more days than the control group, and (4) The combination and vocational groups were employed more days than the academic group. No differences were found for the number of jobs during the year following training, weekly earnings, job performance ratings, and job satisfaction. (EM)

VT 006 874 ED 022 927
Dobrovolny, Jerry S., And Others
Horological and Micro-Precision Project. Final Report.

Illinois Univ., Urbana
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$13.10 OEG-4-6-062336-2081 08
BR-6-2336

Pub Date - Jan68 260p.

*TECHNICAL EDUCATION; *CURRICULUM DEVELOPMENT; *DEMONSTRATION PROJECTS; *HOROLOGY; *WATCHMAKERS; COURSE CONTENT; CURRICULUM; INSTRUCTIONAL MATERIALS; PROGRAMED INSTRUCTION; PROGRAMED MATERIALS; TEACHING METHODS; PROGRAM DEVELOPMENT; PILOT PROJECTS; CURRICULUM GUIDES
*MICRO-PRECISION TECHNOLOGY

The purposes of the project were (1) to establish better methods of training technicians for the horological and industrial fields, (2) to encourage more young people to investigate horological and micro-precision work as a career, (3) to train a group of students who would be employable in diverse horological and industrial areas, and (4) to help horological schools in their training programs through the benefits of this research and demonstration project. The first period of 5 months was spent in curriculum planning, preparation of class materials, and in equipping the horology laboratory, while the second period of 7 months was used to train a group of students in horological and micro-precision skills. Essentials of preparing and conducting a course in horology and micro-precision technology and a chronological record of the horological and micro-precision laboratory sessions are given to provide information on this first attempt to formulate a course in horology and micro-precision training. Some of the materials generated from the project include: (1) course outlines for horology laboratory and related subjects, (2) a proposed certificate horological curriculum and an associate degree micro-precision curriculum, (3) a disassembly and assembly procedure programed instruction booklet, (4) a detached lever escapement function and adjustment booklet, and (5) chronograph illustrations. (HC)

VT 008 100 ED 027 438
Tuckman, Bruce W.
A Study of Curriculums for Occupational Preparation and Education. (SCOPE Program: Phase I). Progress Reports I and II.

Rutgers, The State Univ., New Brunswick, N.J.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.50 OEG-0-8-080334-3736(085) 08
BR-8-0334

Pub Date - 69 108p.

*CURRICULUM RESEARCH; *CURRICULUM STUDY CENTERS; *BEHAVIORAL OBJECTIVES; *TAXONOMY; *VOCATIONAL EDUCATION; VOCATIONAL DEVELOPMENT; CURRICULUM DEVELOPMENT; SECONDARY SCHOOLS; YOUTH EMPLOYMENT; CURRICULUM EVALUATION; PROGRAM DEVELOPMENT; TECHNOLOGY; PROGRAM DESCRIPTIONS
STUDY OF CURRICULUM FOR OCCUPATIONAL PREPARATION AND EDUCATION; SCOPE

The major objective of the Study of Curriculums for Occupational Preparation and Education (SCOPE) is to coordinate and contribute to national curriculum development effort at the secondary school level aimed at increasing the relevance of high school education for the large majority of our youth who must seek employment or further job training upon graduation. The first phase of the SCOPE program is Coordination of Occupational and Non-occupational Curriculums and Technology (CONECT). The objectives of this first phase are: (1) to establish communication among the state-supported vocational curriculum development centers, (2 to assist center directors in becoming aware of behavioral approaches to curriculum development, devices, and evaluation, (3) to refine and test a scheme for classifying educational objectives in terms of performance requirements and objectives, and (4) to develop a detailed plan of activity for Phase II of the SCOPE program. These two progress reports outline major accomplishments and developments during the first two quarters of SCOPE's first year of existance. (CH)

VT 008 101 ED 027 439
Papers Presented at the National Conference on Curriculum Development in Vocational and Technical Education (Dallas, March 5-7, 1969).

California Univ., Los Angeles
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.25
Pub Date - Mar69 83p.

*VOCATIONAL EDUCATION; *CURRICULUM DEVELOPMENT; *CONFERENCE REPORTS; STANDARDS; INSTRUCTIONAL MATERIALS; SPEECHES; BEHAVIORAL OBJECTIVES; CURRICULUM PROBLEMS; *CURRICULUM PLANNING; CURRICULUM EVALUATION; VOCABULARY; TECHNICAL EDUCATION
*NATIONAL CONFERENCE ON CURRICULUM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, TEXAS, MARCH 5-7, 1969

Papers included are: (1) "Intent and Purposes of Part I of the Vocational Education Amendments of 1968" by M.L. Barlow, (2) "The Future of Vocational Curriculum Development" by G.B. Leighbody, (3) "Evaluation of Curriculum Materials and Their Use" by W.J. Popham, (4) "Current Trends in Curriculum Theory and Development" by L.L. Tyler, (5) "Training of Personnel in Curriculum Development" by A.D. Hill, (6) "The Development of Standards for Curriculum Materials" by B.R. Shoemaker, (7) "One of the Humanities" by B.R. Shoemaker, and (8) Definitions of Terms Used in Vocational and Technical Education. A list of the 213 pre-registered conferees is included with the document. (DM)

VT 008 102 ED 027 440
Tuckman, Bruce W.
Structural Analysis as an Aid to Curriculum Development. Incidental Report No. 1.

Rutgers, The State Univ., New Brunswick, N.J.
EDRS PRICE MF-$0.25 HC-$1.50
BR-8-0334

Pub Date - Jul68 28p.

*CURRICULUM DEVELOPMENT; *STRUCTURAL ANALYSIS; *BEHAVIORAL OBJECTIVES; INSTRUCTIONAL MATERIALS; *ORGANIZATION; SKILLS; *SYSTEMS APPROACH; STUDENT DEVELOPMENT; GUIDELINES

Structural analysis is a systematic approach to curriculum development representing an attempt to organize terminal performance objectives for a unit of subject matter into a sequence of prerequisite competencies which must be satisfactorily mastered if successful terminal performance is to occur. The technique involves asking the question: "What competencies must a person already possess in order to obtain a satisfactory performance level on some specified objective, given no instruction beyond those definitions specific to the objective in question?" By asking this question of all identified competencies, a hierarchy of requisite competencies is generated which parallels the learning process appropriate to the final task. In preparing instructional materials, the hierarchy provides the developer with a guide of what to cover and the sequence to follow. The following progression is forwarded for preparing instructional materials appropriate for a single specific competency: (1) goal statement, (2) definitions, (3) recall of prior knowledge, (4) integration, (5) demonstration, and (6) practice. Such an arrangement of competencies based on their contingent relationship further requires the consistent use of behavioral statements in the description of desired-end states and their prerequisite competencies. (DM)

VT 008 188   ED 029 125
Tuckman, Bruce W.
Analysis, Classification and Integration of Educational Objectives.

Rutgers, The State Univ., New Brunswick, N.J.
EDRS PRICE MF-$0.25 HC-$1.00
BR-8-0334   OEG-0-8-080334-3736(085)   08
Pub Date - 68 18p.; Paper presented at meeting of Educational Systems of the '70's network schools (San Mateo, Calif., May 1968).

*VOCATIONAL EDUCATION; *BEHAVIORAL OBJECTIVES; *INTEGRATED CURRICULUM; *CURRICULUM DEVELOPMENT; *CONCEPTUAL SCHEMES; EDUCATIONAL OBJECTIVES; INTERDISCIPLINARY APPROACH; SPEECHES
*EDUCATIONAL SYSTEMS OF THE 70'S NETWORK SCHOOLS, SAN MATEO, CALIFORNIA, MAY 1968

The ultimate development of an integrated curriculum will necessitate the development and refinement of a scheme, testing the scheme on both subject matter and real life experiences, and greater utilization of existing resources in vocational education. The analysis, integration, and classification of objectives leading to an integrated curriculum will require various intensive activities: (1) in-residence writing programs, (2) laboratory-classroom opportunities to test germinal ideas, and (3) resources for a national testing program. The rationale for an integrated curriculum is contingent upon the fact that many learning experiences in different subject matter areas are quite similar, therefore an attempt is needed to group learning experiences based on process rather than subject matter. Constructing an integrated curriculum involves: development of behavioral objectives by subject matter, and utilization of a scheme for integrating objectives. Such an approach is expected to be utilized for the Study of Curriculums for Occupational Preparation in Education Project (SCOPE). A major advantage to an integrated curriculum is the resulting improved occupational relevance of subject matter material. (DM)

EMPLOYMENT AND OCCUPATIONS SECTION

VT 000 190
Knuti, Leo L.
Vocational-Technical Education Needs of Montana Youth and Adults; Panel of Consultants Reports.

Montana Vocational Education Association, Helena
Montana State Coll., Bozeman. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 94p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; EMPLOYMENT TRENDS; TRADE AND INDUSTRIAL EDUCATION; VOCATIONAL REHABILITATION; BUSINESS EDUCATION; AGRICULTURAL EDUCATION; HOME ECONOMICS EDUCATION; HIGH SCHOOL GRADUATES; PRACTICAL ARTS; COLLEGE ATTENDANCE; INDUSTRIAL STRUCTURE; POPULATION DISTRIBUTION; ADULT VOCATIONAL EDUCATION; HIGH SCHOOLS; POST SECONDARY EDUCATION; *EDUCATIONAL NEEDS; EMPLOYMENT OPPORTUNITIES
MONTANA

These 16 papers were prepared by Montana vocational and technical education teachers, administrators, supervisors, teacher educators, and others for presentation and discussion at public meetings. The titles are: "Job Opportunities and Training Needs of Montana Youth and Adults," "Trade, Industrial, and Technical Education in Montana," "Vocational and Technical Education Needs of Montana Rehabilitation Clients," "Vocational-Technical Education in the Helena Seniors High School Aeronautics Departments," "Missoula County High School Vocational and Practical Arts Program for Youth and Adults," "Business Education Programs for Montana High Schools," "Programs of Agricultural Education for Montana Youth," Vocational Home Economics Education in Montana," "Vocational, Technical, and Practical Arts Education in Montana Metropolitan High Schools," "The Program of Practical Arts," "A Summary and Interpretation of a Study of 1958 Montana High School Graduates Attendance in Institutions of Higher Education," "The Industrial Complex in Montana and Its Need for Technical and Vocationally Trained Persons," "Agriculture, Agri-Business and Education," "Montana Agriculture and Its Importance," "Youth Speaks for Vocational Education," and "Some Montana Population Facts and Myths." (PS)

VT 000 774 ED 018 548
Training for Tomorrow, The IAM Looks Ahead.

International Association of Machinists, Washington, D.C. Research Dept.
EDRS PRICE MF-$0.25 HC-$2.65
International Association of Machinists, 1300 Connecticut Avenue, N.W., Washington, D.C. 20036 ($1.00).
Pub Date - Dec64 51p.

*FEDERAL LAWS; POPULATION TRENDS; EMPLOYMENT TRENDS; LABOR FORCE; *MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; ACADEMIC ACHIEVEMENT; *APPRENTICESHIPS; *JOB TRAINING; *TECHNOLOGICAL ADVANCEMENT
UNITED STATES; CANADA

Interrelated areas of manpower utilization as apprenticeship, training, and retraining are discussed against a background of the major trends affecting manpower development in both the United States and Canada. Several major factors have affected manpower utilization: (1) an increased population, (2) an older population, (3) more women in the labor force, (4) trends toward white collar occupations and service-producing industries, (5) geographic changes related to shifting defense requirements, (6) increasing unemployment affecting especially the uneducated, the unskilled, and the Negro, and (7) Russian achievements in space technology. In the post-war period, Canada has paralleled the United States with respect to the problem of manpower adjustments brought on by technological developments. Expected occupational developments, including automation, will cause an increased demand for skilled workers, and, consequently, an increased demand for training and retraining programs. The International Association of Machinists (IAM) believes that a formal apprenticeship program is the best means of obtaining a level of competence commensurate with the title of journeyman, has examined its programs and policies, and has taken steps to strengthen and expand its apprenticeship program. It is recommended that IAM representatives take advantage of federal programs of training and retraining activated by the Area Redevelopment Act, Manpower Development and Training Act, Trade Expansion Act, Vocational Education Act of 1963, and the Canadian Technical and Vocational Assistance Act of 1960. Details of each law are included. Data are given relative to the recessions of 1948, 1953, 1957, and 1960, and to various employment relationships. (BS)

VT 001 086
A Study of Health and Related Service Occupations in Wisconsin.

Wisconsin State Employment Service, Madison
EDRS PRICE MF-$0.25 HC-$1.50
Pub Date - Apr64 28p.

*HEALTH OCCUPATIONS; EMPLOYMENT OPPORTUNITIES; QUESTIONNAIRES; HEALTH PERSONNEL; *OCCUPATIONAL SURVEYS; SUBPROFESSIONALS; EMPLOYMENT STATISTICS; EMPLOYMENT PROJECTIONS; *PERSONNEL NEEDS
WISCONSIN

The survey was conducted at the request of representatives of various health organizations to determine the present and future employment needs in 10 occupations in which there might be a shortage of manpower and in which persons could be trained under the provisions of the Area Redevelopment and Manpower Development and Training Acts. A questionnaire was mailed to 519 nursing homes, 265 hospitals, and 44 county homes. Of that total, 43 percent responded. Occupations surveyed were assistant laboratory technician, cook, food service worker, housekeeping aide, ward maid, medical assistant, nursing assistant, occupational therapy assistant, operating room assistant, and ward clerk. There were 14,227 persons employed, and there will be a need for 1,860 new workers by the end of 1965. The greatest need will be for 1,118 nursing assistants, 184 ward maids, and 177 food service workers. (PA)

VT 001 553 ED 018 590
Dawis, Rene V., And Others
A Theory of Work Adjustment. Minnesota Studies in Vocational Rehabilitation, 15.

Minnesota Univ., Minneapolis. Industrial Relations Center
EDRS PRICE MF-$0.25 HC-$1.70
MU-IRC-Bull-38
Pub Date - Jan64 32p.

*PROFESSIONAL REHABILITATION; *VOCATIONAL ADJUSTMENT; *THEORIES; RESEARCH; INDIVIDUAL CHARACTERISTICS; JOB SATISFACTION; VOCATIONAL COUNSELING

A theory of work adjustment which may contribute to the development of a science of the psychology of occupational behavior is proposed. It builds on the basic psychological concepts of stimulus, response, and reinforcement, and provides a research paradigm for generating testable hypotheses. It was derived from early research efforts of the Regional Rehabilitation Research Institute at the University of Minnesota. Work adjustment is the outcome of the interaction between an individual and his work environment in terms of satisfaction and satisfactoriness. The theory is formulated in terms of (1) the definitions of satisfaction, satisfactoriness, abilities, needs, ability requirements, reinforcer system, correspondence, and tenure, and (2) nine propositions. The first proposition is that an individual's work adjustment at any point in time is defined by his concurrent levels of satisfactoriness and satisfaction, the eighth is that tenure is a function of satisfactoriness and satisfaction, and the ninth is that the correspondence between the individual (abilities and needs) and the environment (ability requirements and reinforcer system) increases as a function of tenure. Research hypotheses derived from the theory may be of the cross-sectional, longitudinal, or individual longitudinal types. The theory is comprehensive in that it embraces or interprets findings or concepts reported in relevant literature such as adaptation, attitudes, external and internal forces, occupational personality, self-actualization, and vocational choice, interest, and maturity. The theory can be useful in (1) vocational counseling practice, (2) education, and (3) the special problem areas of disability, automation, unemployment, and retirement. Three diagrams illustrating the theory are included. The findings emanating from a continuing core research program based on a model provided by the theory are reported in a bulletin series entitled "Minnesota Studies in Vocational Rehabilitation." (SL)

VT 001 572 ED 021 962
Harbison, Frederick H.; Mooney, Joseph D., Ed.
Critical Issues in Employment Policy. A Report of The Princeton Manpower Symposium, May 12-23, 1966. Research Report Ser-109.

Princeton Univ., N.J. Industrial Relations Section
EDRS PRICE MF-$0.75 HC-$8.55
Pub Date - 1Jul66 169p.

SPEECHES; *EMPLOYMENT PROBLEMS; *MANPOWER UTILIZATION; LABOR MARKET; YOUTH EMPLOYMENT; FEDERAL PROGRAMS; *CONFERENCES; *LABOR ECONOMICS

Over 100 representatives of business, labor, government agencies, and educational and research institutions attended the second Manpower Symposium from which these papers and discussion summaries were compiled to encourage efforts by those evolving manpower policy to shape a comprehensive national strategy for the effective development and full utilization of the nation's human resources. The papers (1) "Theory and Measurement of Labor Shortages," by A.M. Ross, analyzed the problem of emerging manpower shortages, (2) "Manpower Policy, Poverty, and the State of the Economy," by J.A. Kershaw, explained the problem of persistent manpower surpluses, (3) "The Wage-Price Issue and the Guidepost," by R.M. Solow, dealt with the role and purpose of the President's Wage-Price Guidepost, (4) "Jobs for the Hard-to-Employ in Private Enterprise," by F.H. Cassell, focused on the myriad of personnel problems arising when a firm hires the disadvantaged, (5) "Teenage Labor Problems and the Neighborhood Youth Corps," by J.D. Mooney, viewed particularly the disadvantaged teenager, and recommended that the content of programs such as the Neighborhood Youth Corps be made a function of the unemployment rate in the local area, and (6) "Coordination Among Federal Manpower Programs," by R.T. Robson and G.L. Mangum, dealt with the current state of coordination among manpower programs and its influence on program effectiveness and costs. (SL)

VT 001 835 ED 019 410
Bostock, D.J.
Development of a Performance Specimen Check List for Machining Personnel.

Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.
DOCUMENT NOT AVAILABLE FROM EDRS.
V-1461, TID-4500
Clearinghouse for Federal Scientific and Technical Information, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151 ($1.50).
Pub Date - 20Apr64 61p.

METHODS RESEARCH; *PERSONNEL EVALUATION; *MACHINE TOOL OPERATORS; *CRITICAL INCIDENTS METHOD; *PERFORMANCE FACTORS; *RATING SCALES; EVALUATION TECHNIQUES; OBSERVATION

A modified critical incident performance evaluation form for hourly machining personnel was developed and certain rater and rating instrument characteristics were investigated from the standpoint of their effects on the variance of performance. Interviews were conducted with frontline foremen to collect performance specimens which were evaluated as to clarity of meaning and apparent relevance to the job and incorporated into a rating form and a rating scale for overall performance. The form, consisting of 26 effective and 26 ineffective specimens, was tested by 22 foremen rating a sample group of 198 machinists. The ratio of effective to ineffective specimens proved to be reliable and a relevant measure of overall performance. The regression equation of the effective-ineffective versus rating score was consistent with previous results although the slope was less due to the small range of the criterion. A criticality factor was obtained for each specimen from the average foremen weights. The incorporation of the criticality factors (the measures of the importance of a performance specimen in relation to the total specimen population) in calculating the specimen ratio did not reduce the variance of estimate in predicting evaluation from observation. By reducing the specimen list to items with high criticality factors, the effective-ineffective ratio was significantly reduced. This relationship was attributed to a reduction of redundancy and the halo effect operating between a portion of the effective specimens. The increase in the variance of estimate due to rater differences dramatizes the need for a general equation that will estimate average performance evaluation response for a given set of observed performances. The form developed is reliable and relevant and may be used in the industrial complex for which it was designed. The form is included. (HC)

VT 002 505 ED 025 456
Schnitzer, Martin
Economic Policies and Practices. Programs for Relocating Workers Used by Governments of Selected Countries. Paper-8.

Congress of the U.S. , Washington,D.C., Joint Economic Committee
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Y4.EC7:EC7/14/Paper 8 $.25).
Pub Date - 66 85p.

*UNEMPLOYED; *RELOCATION; *DEPRESSED AREAS (GEOGRAPHIC); EMPLOYMENT PROGRAMS; NATIONAL PROGRAMS; PROGRAM ADMINISTRATION; PROGRAM EVALUATION; FOREIGN COUNTRIES; MOBILITY; EMPLOYMENT PROBLEMS; *PROGRAM DESCRIPTIONS; *FINANCIAL SUPPORT; EMPLOYMENT OPPORTUNITIES; LABOR MARKET
SWEDEN; UNITED KINGDOM; FRANCE; CANADA; UNITED STATES; NORWAY; DENMARK; HOLLAND; BELGIUM; WEST GERMANY; EUROPEAN COAL AND STEEL COMMUNITY

Government relocation assistance programs, designed to move unemployed workers from areas where suitable employment opportunities do not exist to areas where jobs are available, were examined in detail for Sweden, the United Kingdom, France, Canada, and the United States and briefly for Norway, Denmark, Holland, Belgium, West Germany, and the European Coal and Steel Community. Data were derived from interviews with labor market authorities in each country. Generally, relocation assistance in each country covered the cost of transportation from the home area to the new place of employment, the cost of the removal of personal possessions, and a starting or settling-in allowance. Major deterrents to mobility included: (1) lack of adequate housing in areas with employment opportunities, (2) reluctance to leave the home area and (3) lack of knowledge of the availability of relocation assistance. Efforts to bring jobs to depressed areas through inducements to industry should be supplemented with efforts to move the unemployed, or underemployed worker to areas where employment is available. Nineteen tables are included. (ET)

VT 002 564 ED 016 789
McGowan, William N.
Vocational Education, A Message From Business.

California Association of Secondary School Administrators, Burlingame
EDRS PRICE MF-$0.25 HC-$2.10
Pub Date - Aug65 42p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT QUALIFICATIONS; EMPLOYER ATTITUDES; JOB APPLICATION; *EDUCATIONAL NEEDS; *VOCATIONAL EDUCATION; INTERVIEWS; QUESTIONNAIRES; EDUCATIONAL IMPROVEMENT
CALIFORNIA

A discussion by industry and business leaders and educators on establishing more meaningful relationships between business, industry, and the public schools prompted a survey of nine major employers in California to gather data concerning entry level jobs for which it was difficult to find employees, the general nature of job interview questions, a forecast of job needs, and opinions concerning the kind of preparation schools should be giving students to improve their qualifications as potential employees. During the year ending June 1964, Kaiser Steel Corporation processed 10,661 job applicants but hired 2,392, Lockheed-California processed 18,296 but hired 3,944, and Pacific Telephone Company processed 200,000 but hired 18,000. The major reasons for rejecting applicants were their failure to meet educational requirements, their failure to meet minimum company test requirements, and their lack of skill or experience. Jobs for which it was difficult to find employees included accountant, boilermaker, building service man, draftsman, electrician, programer, stenographer, and welder. Preparation which schools should be giving included training in secretarial and clerical subjects, arithmetic, grammar, spelling, office conduct, human relations, job application, and analytical problem solving. Suggestions for improving vocational education through effective involvement of business, industry, and schools concerned setting up central clearinghouses for vocational guidance materials, federal government implemented plans of job, representative visits to schools on a continuing basis, and a vocational education council for each county consisting of representatives from business, industry, and labor. Sample employment application forms and personnel interviewer evaluation forms are given in the appendix. (PS)

VT 002 623 ED 019 459
Report on the Inter-Regional Study Tour on Manpower Assessment and Planning in the Union of Soviet Socialist Republics, 8 September-5 October 1963.

International Labour Organisation, Geneva (Switzerland)
EDRS PRICE MF-$0.75 HC-$8.70
Pub Date - 64 172p.

*MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; *HUMAN RESOURCES; *LABOR FORCE; LABOR LEGISLATION; SKILLED OCCUPATIONS; JOB PLACEMENT; EMPLOYMENT; JOB TRAINING; SOCIOECONOMIC INFLUENCES; *FOREIGN COUNTRIES; PUBLIC POLICY; ORGANIZATION; PLANNING; EMPLOYMENT PROJECTIONS; VOCATIONAL EDUCATION
UNION OF SOVIET SOCIALIST REPUBLICS

A month-long study tour provided 23 officials of 17 developing countries with an opportunity to study the comprehensive system of manpower planning and utilization employed in the Union of Soviet Socialist Republics (USSR) and to examine basic principles and techniques which, with suitable adaptation, might have applicability to similar problems elsewhere. This report provides a synthesis of the USSR manpower assessment and planning information as it was presented in technical papers, lectures, discussions, and field visits. Part One describes the main features of manpower planning in the USSR including the underlying economic and social policies, the role of labor law, administrative organization, and the place of manpower planning in the general planning process. Part Two is devoted to a detailed report of methods and procedures used in manpower assessment, including the statistical system, the use of records of manpower resources and requirements, the methods of meeting the requirements through education and training, the distribution of manpower, and employment placement. Part Three presents the main conclusions of the participants regarding principles essential to sound manpower assessment and utilization. Eight appendixes contain a list of tour participants, the technical program, and additional USSR information. (HC)

VT 002 676 ED 020 314
Weede, Gary Dean
Electronic Technician Personnel and Training Needs of Iowa Industries.

Iowa State Univ. of Science and Technology, Ames
EDRS PRICE MF-$0.25 HC-$2.00
Pub Date - 67 38p.

*TECHNICAL EDUCATION; *ELECTRONIC TECHNICIANS; *EDUCATIONAL NEEDS; *MANUFACTURING INDUSTRY; *PERSONNEL NEEDS; EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL SURVEYS; QUESTIONNAIRES; FIELD INTERVIEWS; EMPLOYER ATTITUDES; ELECTRICAL OCCUPATIONS; EMPLOYMENT STATISTICS; EMPLOYMENT PROJECTIONS
IOWA

The purpose of this study was to provide data for use in developing or improving electronic technology programs. A postal card questionnaire was sent to 678 manufacturing and processing industries in Iowa employing more than 50 persons and all electrical, electronic, and precision instrument manufacturers employing fewer than 50 persons. Data were compiled from the main questionnaire, completed by 115 firms employing 99,845 persons, and from interviews with representatives of the 11 industries employing 10 or more electronic technicians. The firms reported a need for 205 electronic technicians by January 1, 1968 and 544 by 1972. Although a definite need was indicated, it varied with the size of industry, product manufactured, and geographical location and was difficult to predict beyond 1 year. The main source of technically trained electrical personnel was in-company training programs. Questionnaire responses indicated that training is needed in nine basic disciplines: mathematics, basic principles of physics, shop operations and related information, technical drawing, A-C and D-C circuits and machines, electronic components and circuits, use and repair of test equipment, TV circuits, and data processing. It was felt that similar studies should be conducted for electronic technicians in the communications and computer servicing industries. (HC)

VT 002 692 ED 020 315
Technology and Manpower in Design and Drafting 1965-75. Manpower Research Bulletin Number 12.

Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.35
Manpower Administration, Office of Manpower Policy, Evaluation and Research, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.
Pub Date - Oct66 45p.

*TECHNOLOGICAL ADVANCEMENT; *ENGINEERING GRAPHICS; *ENGINEERS; DRAFTSMEN; OCCUPATIONAL INFORMATION; EMPLOYMENT STATISTICS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT TRENDS; EDUCATIONAL NEEDS
DESIGN TECHNOLOGY; DRAFTING TECHNOLOGY

As part of an experimental and demonstration project launched by the Department of Labor in 1965 to emphasize likely future technological and manpower changes, this study of the design and drafting process aimed to identify the major technological changes in the next 10 years, to determine the extent and rate of diffusion of these changes, and to assess their effects. The major technological changes expected will utilize computer based systems to perform design computations, process design information, and carry out, or assist in carrying out, the steps in design itself. The interaction of the factors of equipment, methods of using the equipment, and the design and drafting process itself will determine the rate and direction of change. The effects of technological changes on the total requirements for draftsmen during the period are expected to be moderate. The use of time-shared graphics systems may substantially reduce the demand for draftsmen after 1975, however. The effects of technological changes upon engineers are difficult to isolate, but clerical-type routine activities are being reduced, thus freeing many engineering man hours. Industries active in introducing technological change into design and drafting are expected to continue in the forefront to 1975. (EM)

VT 002 794 ED 022 850
Rhode Island: Its People and Its Economy; Rhode Island Vocational-Technical Education Development Project.

Columbia Univ., New York, N.Y. Inst. of Field Studies
EDRS PRICE MF-$0.50 HC-$3.30
Pub Date - Jun66 64p.

*HISTORY; *PUBLIC EDUCATION; *POPULATION TRENDS; POPULATION DISTRIBUTION; LABOR FORCE; URBAN POPULATION; *EMPLOYMENT TRENDS; MOBILITY; FAMILY INCOME; *ECONOMICS
RHODE ISLAND

Information relative to population and employment is presented for use by the State Board of Education and the State Department of Education. Included are: (1) an historical review of the State and its public education, (2) characteristics of the population such as origin, age and sex distribution, educational attainment, mobility, patterns, and income, (3) characteristics of the labor force such as number and employment patterns, and (4) population trends and projections for the State and urban areas for the period from 1960 to 1985. (EM)

VT 003 219 ED 022 851
Fine, S.A.
The Nature of Automated Jobs and Their Educational and Training Requirements.

Human Sciences Research, Inc., McLean, Va.
Office of Manpower, Automation, and Training (DOL), Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
Clearinghouse for Federal Scientific and Technical Education, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151 ($15.60 in hardcopy and $1.25 on microfilm).
Pub Date - Jun64 34p.

*AUTOMATION; WORK SIMPLIFICATION; MANUFACTURING; *MANUFACTURING INDUSTRY; *SEMISKILLED OCCUPATIONS; ON THE JOB TRAINING; EMPLOYER ATTITUDES; EMPLOYEE ATTITUDES; SURVEYS; JOB ANALYSIS; INTERVIEWS; QUESTIONNAIRES; VOCATIONAL ADJUSTMENT; *EDUCATIONAL NEEDS; OCCUPATIONAL INFORMATION; *SKILLED OCCUPATIONS

Objective information concerning the impact of automation on educational and training requirements was obtained for 132 employees engaged in electron tube, computer, and steel manufacturing processes through management questionnaire responses, analysis of job functions, and employer interviews before and after the introduction of automation. The machine feeding and tending jobs, low functional level jobs that emerge in continuous materials processing and automatic inspection, required the same or less education than the hand assembling or testing jobs they replaced. The machine processes which involve set up, operation, and minor maintenance, high functional level jobs, required significantly higher education than hand assembly or operation of single purpose machines. High functional level jobs involving major responsibility for the set up, operation, and product quality of automated machines having self-adjusting electronic features had an increased orientation to data and less direct contact with things and required training of a technical nature in addition to broad job experience. Jobs in automated situations, other than the machine feeding and tending jobs, were considered more interesting and challenging, but also more tension producing, due to the higher responsibility associated with them. (HC)

VT 003 221 ED 018 614
Health Resources Statistics, Health Manpower, 1965.

Public Health Service (DHEW), Washington, D.C. National Center for Health Statistics
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
PHS-Pub-1509
Government Printing Office, North Capitol and H Streets, N.W., Washington, D.C. 20401 (FS2.123:965, $1.25).
Pub Date - 65 188p.

*HEALTH OCCUPATIONS; OCCUPATIONAL SURVEYS; EMPLOYMENT STATISTICS; *HEALTH OCCUPATIONS EDUCATION; GRADUATES; GOVERNMENT EMPLOYEES; PUBLIC HEALTH; PROFESSIONAL PERSONNEL; SUBPROFESSIONALS; LABOR FORCE; OCCUPATIONAL INFORMATION; *PROFESSIONAL EDUCATION; *HEALTH SERVICES; STUDENT ENROLLMENT; DEGREES (TITLES); STATISTICAL DATA

One hundred and forty health professional and subprofessional occupations are classified under 35 broader occupational categories. Although some gaps were unavoidable, the goal for all categories was to present statistical information on: (1) the numbers of health personnel and their location by state, (2) growth in employment since 1950, (3) distribution by type of practice, function, and speciality, (4) trends in numbers of training programs and graduates since 1950, and (5) the location of institutions that now offer training programs, with the number of students and graduates in the academic year 1964-65. Also included are: (1) comparisons of the numbers of individuals in the total civilian work force with the numbers of those in the health services according to occupation, (2) comparisons of the numbers of white collar employees of all federal agencies with those of employees of the Public Health Service according to occupation, and (3) data regarding the location, ownership, and number of graduates of schools of public health, and professional categories of graduates of schools of public health by geographical sources and receipt of U.S. Public Health Service traineeships. (JK)

VT 003 287 ED 018 623
Jobs for Youth. Part Four, Job Opportunities by Industry.

Indiana Employment Security Div., Indianapolis
EDRS PRICE MF-$0.50 HC-$3.00
Pub Date - Jul64 58p.

*YOUTH EMPLOYMENT; *OCCUPATIONAL SURVEYS; VOCATIONAL EDUCATION; *EMPLOYMENT OPPORTUNITIES; *INDUSTRY; LABOR FORCE; OCCUPATIONS
INDIANA

Job opportunities by industry are listed in tabular form for 16-17 and 18-22 age groups in each of four southwestern Indiana counties. The study from which the information was derived is reported in VT 003 290. Other data are presented in VT 003 288 and VT 003 289. (WB)

VT 003 288 ED 018 624
Jobs for Youth. Part Three, Entry Requirements.

Indiana Employment Security Div., Indianapolis
EDRS PRICE MF-$0.25 HC-$1.85
Pub Date - Jul64 35p.

*YOUTH EMPLOYMENT; *OCCUPATIONAL SURVEYS; VOCATIONAL EDUCATION; *EMPLOYMENT QUALIFICATIONS; LABOR FORCE; *EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL NEEDS; JOB SKILLS; INDUSTRY; OCCUPATIONS; YOUTH WORK OPPORTUNITIES
INDIANA

Skills or knowledge necessary for entry into occupations are listed in tabular form by occupation and industry, for 16-17 and 18-22 age groups in each of four southwestern Indiana counties. The study from which the information was derived is reported in VT 003 290. Other data are presented in VT 003 287 and VT 003 289. (WB)

VT 003 289 ED 018 625
Jobs for Youth. Part Two, Job Opportunities by Occupation.

Indiana Employment Security Div., Indianapolis
EDRS PRICE MF-$0.25 HC-$2.20
Pub Date - Jul64 42p.

*YOUTH EMPLOYMENT; *OCCUPATIONAL SURVEYS; *EMPLOYMENT QUALIFICATIONS; *EMPLOYMENT OPPORTUNITIES; LABOR FORCE; OCCUPATIONAL CLUSTERS; EDUCATIONAL BACKGROUND; SALARIES; INDUSTRY
INDIANA

Job opportunities are listed in tabular form for 16-17 and 18-22 age groups for each of four southwestern Indiana counties. For each occupational group, (1) the entry code and job title, (2) employer requirements including educational level, sex, marital status, and physical condition, (3) starting salary, (4) industry, and (5) firm size are given. The study from which the information was derived is reported in VT 003 290. Other data are presented in VT 003 288 and VT 003 287. (WB)

VT 003 290 ED 018 626
Jobs for Youth. Part I.

Indiana Employment Security Div., Indianapolis
EDRS PRICE MF-$0.25 HC-$1.90
Pub Date - Aug64 36p.

*OCCUPATIONAL SURVEYS; LABOR FORCE; *EMPLOYMENT QUALIFICATIONS; *YOUTH EMPLOYMENT; EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL CLUSTERS
INDIANA

The types of jobs available to youth and the employer requirements were determined from questionnaires returned by 592 (33.3 percent) of 1,776 employers contacted in Gibson, Posey, Vanderburgh, and Warrick Counties who were covered by provisions of the Indiana Employment Security Act. Some findings were: (1) Employers listed 220 job titles for youth aged 16-17 and 1,065 for the 18-22 age group, (2) 40 percent of the titles listed in both age groups were in clerical and sales occupations, (3) Employers indicated a willingness to hire 18-22 year olds for mechanical work, (4) Jobs for youth in the 16-17 age bracket were confined largely to positions in the wholesale and retail trade industry, although many were in manufacturing, and service industries, (5) Titles for the 18-22 age group included entry opportunities in most industries and skill categories, (6) Nearly 30 percent of the training required for the younger and almost 42 percent of that required for the older group was in business subjects, but other was in trade and industrial subjects and mathematics, and (7) Almost half of the employers indicated that additional or expanded vocational training would help them to get better-qualified applicants. It was concluded that if all firms had responded, the proportion of firms not having jobs suitable for youth would likely have been higher due to laws prohibiting the employment of minors in certain industries. Vocational courses offered in the counties' schools and summary tables of data are included. Other data are presented in VT 003 287-VT 003 289. (WB)

VT 003 314 ED 014 568
Hilton, Mary N.
Handbook on Women Workers, 1965. Bulletin 290.

Women's Bureau, Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L13.3:290, $1.00).
Pub Date - 66 351p.

*WORKING WOMEN; STATISTICAL DATA; *INDIVIDUAL CHARACTERISTICS; *OCCUPATIONS; INCOME; BIBLIOGRAPHIES; *ACADEMIC ACHIEVEMENT; EMPLOYMENT LEVEL; EMPLOYMENT OPPORTUNITIES; LABOR LAWS; STATUS; ORGANIZATIONS (GROUPS); *EMPLOYMENT TRENDS; DIRECTORIES; LABOR FORCE; EMPLOYMENT STATISTICS; EQUAL OPPORTUNITIES (JOBS); CIVIL RIGHTS; UNEMPLOYMENT; FEMALES

Factual information covers the participation and characteristics of women in the labor force, the patterns of their employment, their occupations, their income and earnings, their education and training, and the Federal and State Laws affecting the employment and the civil and political status of women. In 1965, about 26 million women, 37 percent of all women of working age, comprised 35 percent of the labor force. About 32 percent of all employed women were clerical workers, 16 percent were service workers, 15 percent were operatives, and almost 14 percent were professional and technical workers. A median income of $3,710 was received by year-round full-time women workers in 1964. Almost 15 million women workers were at least high school graduates, and 419 million of these had some college education. Almost three-fifths of college graduates, but less than one-third of women who have completed grade school only, were in the labor force. Thirty-four states, the District of Columbia, and Puerto Rico had minimum wage laws that applied to women. A section of the report deals with the Interdepartmental Committee, the Citizen's Advisory Council, and the State Commissions on the Status of Women. Organizations of interest to women are listed, and a selected bibliography is included. (PS)

VT 003 409 ED 021 974
Bognanno, Mario Frank
Iowa Employment Patterns and Projections, 1940-1970, Industrial, Occupational, Occupational-Industry Employment Matrix. Monograph Series No. 1.

Iowa Univ., Iowa City. Center for Labor and Management
EDRS PRICE MF-$0.25 HC-$2.80
Center for Labor and Management, College of Business Administration, The University of Iowa, Phillips Hall, Iowa City, Iowa 52240 ($1.00).
Pub Date - Sep66 54p.

*OCCUPATIONAL SURVEYS; EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT TRENDS; OCCUPATIONAL CLUSTERS; LABOR MARKET; *EMPLOYMENT STATISTICS; *EMPLOYMENT PROJECTIONS; *EMPLOYMENT PATTERNS; AGRICULTURAL TRENDS; INDUSTRIALIZATION; BIBLIOGRAPHIES
IOWA

Objectives of the study of Iowa's employment patterns and projections from 1940 to 1970 were: (1) to present and describe the state's industrial, occupational, and occupational-industry employment changes from 1940 to 1960, (2) to project Iowa's industrial, occupational, and occupational-industry employment levels to 1970, and (3) to provide a summary statement of some employment possibilities for Iowa. Data presented were collected from 1940, 1950, and 1960 U.S. Bureau of the Census reports and other available research studies concerning population, agriculture, business, industry, labor, and related fields. Some findings were (1) Structural change in Iowa is basically due to rapid technological development in agriculture and the emergence of new industry, (2) Iowa's population has changed from 42.7 percent urban in 1940 to 53 percent urban in 1960, (3) From 1940 to 1960, the number of employed persons increased by 156, 221, of which 135,000 were women, and (4) Professional, technical and kindred workers were the fastest growing occupational groups during the past decade for males. Major predictions were: (1) The number of agricultural workers is expected to be surpassed by the number of workers in manufacturing by 1970, (2) the greatest employment growth in Iowa appears to lie among professional and technical occupations, and (3) Industrial requirements for labor skills, farm and nonfarm, are expected to continue to decline. A bibliography is included. (WB)

VT 003 496 ED 015 269
Occupational Outlook Handbook, Employment Information on Occupations for Use in Guidance, 1966-67. Bulletin 1450.

Bureau of Labor Statistics, Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO L2.3:1450, $1.00).
Pub Date - 65 885p.

*OCCUPATIONS; *OCCUPATIONAL INFORMATION; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT QUALIFICATIONS; OCCUPATIONAL GUIDANCE; EDUCATIONAL NEEDS; EMPLOYMENT TRENDS; EMPLOYMENT SERVICES

The employment outlook, nature of the work, training and other qualifications needed for entry, lines of advancement, job location, earnings and working conditions, and sources of additional information are provided for over 700 occupations. Introductory chapters suggest supplementary sources of occupational information, describe State employment office services and give a general picture of employment trends and opportunities. Major divisions are: (1) Professional, Managerial, and Related Occupations, (2) Clerical and Related Occupations, (3) Sales Occupations, (4) Service Occupations, (5) Skilled and Other Manual Occupations, (6) Some Major Industries and Their Occupations, (7) Occupations in Agriculture, and (8) Occupations in Government. Within each of these major divisions, occupations are grouped into related fields. General information on many fields of work not covered in the individual occupational reports is given in the introductions to the major divisions. The table of contents, in most cases, and an index at the back of the book list occupations and industries alphabetically. The technical appendix contains a discussion of the sources and methods used in analyzing the occupational outlook in different fields of work and an explanation of the "Dictionary of Occupational Titles" numbers used in the reports. Availability information for reprints of the descriptions of individual occupations is given. (ET)

VT 003 538 ED 016 820
Christensen, Maynard; Clark, Raymond M.
Vocational Competencies Needed for Employment in the Agricultural-Chemical Industry [illegible]. Michigan.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum
EDRS PRICE MF-$0.25 HC-$0.85
Pub Date - 65 15p.

*AGRICULTURAL CHEMICAL OCCUPATIONS; *JOB SKILLS; AGRICULTURAL SKILLS; SURVEYS; *EDUCATIONAL PROGRAMS; *EMPLOYMENT QUALIFICATIONS; AGRICULTURAL EDUCATION; PROGRAM DEVELOPMENT
MICHIGAN

This study was conducted to determine the vocational competencies needed for employment below the manufacturing level in the agricultural-chemical industry in Michigan. Nine functions performed in the industry were listed: research, transportation, processing, public relations, sales, service, office records and management, maintenance, and purchasing. Competencies necessary for the successful performance of each function were compiled and checked by agricultural-chemical industry representatives and Michigan State University staff members closely associated with the industry. Selected representatives of the agricultural-chemical industry rated the importance of these competencies on a four-point scale with four being the highest rating. Some competencies given high mean ratings were (1) using many basic skills required for testing agricultural-chemical materials, (2) recommending procedures for reducing transportation costs and increasing efficiency, (3) understanding and interpreting federal and state health regulations regarding labeling and using agricultural chemicals, (4) assisting farmers in planning programs for control of insects, parasites, and weeds, and (5) keeping abreast of developing trends, new developments, and new farm technology. It was concluded that occupational experience is a necessary part of any vocational training program and that training programs can be developed to prepare workers for employment in the agricultural-chemical industry at any level. (WB)

VT 003 648 ED 015 274
Johnson, David B.
Studies in Workmen's Compensation and Radiation Injury, Volume I, Federal-State Cooperation in Improvement of Workmen's Compensation Legislation, and Proceedings of a Workshop.

Department of Labor, Washington, D.C.
Atomic Energy Commission, Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Y3.AT7:2R 11/28/V.I., $1.25).
Pub Date - 65 348p.

*WORKMANS COMPENSATION; *RADIATION; *INJURIES; *PROGRAM IMPROVEMENT; WORKSHOPS; STATE LEGISLATION; STATE ACTION; FEDERAL PROGRAMS, *FEDERAL STATE RELATIONSHIP; SAFETY; STATE LAWS; MEDICAL SERVICES; REHABILITATION

About 100 representatives of interested agencies, institutions, and professions met in a workshop with U.S. Department of Labor and U.S. Atomic Energy Commission officials to discuss a study whose purpose was to identify ways in which the Federal Government might induce or encourage the states to undertake changes in their workmen's compensation programs to provide adequate protection to employees against the hazards of ionizing radiation. The important factors which accounted for the present status of state laws were identified by interviewing knowledgeable individuals in six states. Document research revealed specific ways in which the Federal Government might encourage amendments of state laws. Recommendations were that (1) the U.S. Department of Labor's Bureau of Standards encourage the states to provide an environment of compromise between parties concerned in workmen's compensation and increase the scope of its information program, (2) the U.S. Atomic Energy Commission increase its efforts to provide information about nuclear hazard standards in workmen's compensation statutes, and (3) that both above-mentioned agencies draft legislation to be submitted to Congress to provide certain grants-in-aid to states for improving compensation benefits. The workshop report includes preliminary reports of studies on some problems of radiation injuries and radiation recordkeeping and discussions of state action through grants-in-aid and through educational means. Related studies are VT 003 649 and VT 003 650. (PS)

VT 003 649 ED 015 275
O'Toole, Thomas J.
Studies in Workmen's Compensation and Radiation Injury. Volume II, The Incidence, Nature and Adjudication of Workmen's Compensation Claims Involving Radiation Exposure and Delayed Injury.

Department of Labor, Washington, D.C.
Atomic Energy Commission, Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Y3.AT7:2R 11/28/VII, $.35).
Pub Date - 65 103p.

*WORKMANS COMPENSATION; *RADIATION; *INJURIES; *STATE LAWS; CASE RECORDS

The purpose of the study was to provide a factual background against which judgments can be made concerning the magnitude of the problem of injury appearing some time after the exposure to ionizing radiation and determine whether existing laws permit a just and equitable adjudication of radiation compensation claims. The study was based upon the 109 delayed injury cases found in the files of actual compensation cases in a representative group of 10 states, the federal government, and one Canadian province. Some conclusions were: (1) Present devices and practices with respect to measurements of radiation exposure are inadequate, (2) Several cases raise doubts about the accuracy or meaning of film badge measurements, (3) The highly technical questions involved in measuring ionizing radiation pose formidable obstacles for all but technically trained employees, (4) A more liberal interpretation of the law in favor of the employee when the facts permit would be more nearly consonant with traditional notions of justice and with the special purposes of workmen's compensation laws, and (5) It does not seem feasible at this time to establish a statistically based insurance approach to delayed injury hazards of employees exposed to radiation. The appendix includes outlines of compensation claims and abstracts of relevant common law cases. Related studies are VT 003 648 and VT 003 650. (PS)

VT 003 650 ED 015 276
Studies in Workmen's Compensation and Radiation Injury. Volume III, A Report on Ionizing Radiation Record Keeping.

Woodward and Fondiller, Inc., New York, N.Y.
Department of Labor, Washington, D.C.
Atomic Energy Commission, Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Y3.AT7:2R 11/28/VIII, $.40).
Pub Date - 66 129p.

*WORKMANS COMPENSATION; *RADIATION; *INJURIES; STATE LEGISLATION; STATE LAWS; BIBLIOGRAPHIES; *CASE RECORDS; RECORDS (FORMS); INFORMATION SYSTEMS

The successful operation of the permissible level concept of radiation control necessarily entails a comprehensive system under which exposure must be recorded and employees notified of their exposure history. In an investigation of record keeping necessary to process radiation claims, questionnaires or letters were received from 45 state agencies concerned with the control of radiation hazards, 43 state workmen's compensation administrators, eight Canadian health agencies, and six Canadian workmen's compensation boards. There is no existing record keeping system for processing claims which is satisfactory in all important aspects. Claimants have no reasonable assurance of consistently equitable treatment. A system of radiation record keeping as a shared responsibility of State and Federal

Government agencies and private industry is proposed. Some of the detailed exposure records which should be maintained for three years by the employer are (1) personal exposure records, (2) employee medical history, (3) source records of potentially hazardous radiation, (4) area monitoring and contamination survey results, and (5) exposure measurement devices. The proposed system is discussed in detail. Examples of radiation exposure forms are given in the appendix. An extensive bibliography is included. Related studies are VT 003 648 and VT 003 649. (PS)

VT 003 652 ED 014 575
Hedges, Janice N.
Future Jobs for High School Girls. Pamphlet 7.

Women's Bureau (DOL), Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO L13.19:7, $.30).
Pub Date - 66 76p.

*OCCUPATIONAL INFORMATION; *EMPLOYMENT OPPORTUNITIES; *FEMALES; ON THE JOB TRAINING; HIGH SCHOOL GRADUATES; *EDUCATIONAL OPPORTUNITIES; VOCATIONAL EDUCATION; JOB APPLICATION

Girls must prepare themselves for both marriage and a career. Statistics showed that a girl's chances of marrying were almost 10 out of 10 and of being engaged in paid employment were eight or nine out of 10. In 1966, about 27 million women were working in all occupations. This document explores occupational opportunities for girls beyond high school. It discusses (1) obtaining more education by utilizing low cost arrangements, scholarships, part-time jobs, and loan funds, (2) obtaining training and job experience, and (3) becoming a worker. Short descriptions including duties, aptitudes, educational or special training requirements, place of training, advancement opportunities, licensing requirements, and special related legislation are given for 44 specific occupations in the areas: health services, clerical occupations, retailing, food services, factory work, technical work in engineering and science miscellaneous services, and government careers. A list of publications giving further occupational information and a suggested form of application for specific jobs are included. (FP)

VT 003 668 MP 000 206
Keyserling, Mary Dublin
New Challenges--New Responsibilities. (Excerpts from Remarks to Community Service Workshop, Barnard College, Columbia University, New York City, October 4, 1966).

Department of Labor, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.70
Pub Date - 66 12p.

*SPEECHES; *RESPONSIBLITY; HIGHER EDUCATION; WORKING WOMEN; ACADEMIC ACHIEVEMENT; VOLUNTEERS; *FEMALES; TALENT UTILIZATION; *MANPOWER UTILIZATION

There are new challenges and new responsibilities for women who have had the special privilege of higher education. In March 1965, 7 percent of those women who had completed 5 or more years of higher education and who were employed were working as clerical, sales or factory workers, or service workers. More than a fifth of the employed women with 4 or more years of college were working in these occupations. Of those who had completed 1 to 3 years of college, two thirds were in these relatively lesser skilled fields. This underutilization of women's abilities and college training is a needless waste, especially at a time when we have serious shortages of teachers, scientists, social workers, nurses, doctors, and personnel in so many other professional and technical fields to which higher education is an essential stepping stone. The personnel requirements in these professions cannot be met unless more women train for them. There is a need for a vastly increased army of competent women in volunteer community service and an urgent need for a larger number of women as public office holders. Women are challenged to use their abilities to their full potential. (PS)

VT 003 684 ED 016 085
Manpower for California Hospitals, 1964-1975.

Commission on Manpower, Automation, and Technology, Berkeley, Calif.
California State Dept. of Employment, Sacramento
EDRS PRICE MF-$0.50 HC-$3.65
COMMAT-65-6
Pub Date - Dec65 71p.

OCCUPATIONAL INFORMATION; *HEALTH OCCUPATIONS; *HOSPITALS; *EMPLOYMENT STATISTICS; EMPLOYMENT TRENDS; *EMPLOYMENT PROJECTIONS; EMPLOYMENT OPPORTUNITIES; HEALTH OCCUPATIONS EDUCATION; EDUCATIONAL BACKGROUND; EMPLOYMENT QUALIFICATIONS; PSYCHIATRIC HOSPITALS; VOCATIONAL EDUCATION; NURSING HOMES CALIFORNIA

An examination of the hospital and nursing and convalescent home industry in 1964 and employment projections are presented as an initial contribution to the development of an ongoing manpower information program in the State. Data were compiled from population projections by the California Department of Finance, wage survey studies by the Department of Industrial Relations and information about the number of available hospital beds and employment from State departments, Federal agencies, and nongovernmental organizations and individuals. Data were combined into an approximate model of the industry in 1964 which was then used as the benchmark for projections for 1965, 1967, 1970, and 1975. In addition to an aggregate employment outlook, the outlook for the specific occupations of the registered nurse, licensed vocational nurse, psychiatric technician, nurse aide, orderly, ward maid, ward clerk, hospital administrator, medical technician, medical records clerk, and insurance clerk is presented in terms of definition, job preparation and future prospects. Tables include estimates of total population and employment and bed data and projections by type of agency, department within agency, type of ownership, occupation, and selected geographical areas. (JK)

VT 003 697 ED 016 088
Guide to Local Occupational Information.

Employment Service (DOL), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$8.00
Pub Date - Apr66 158p.

*BIBLIOGRAPHIES; *INDEXES (LOCATERS); *OCCUPATIONAL SURVEYS; *OCCUPATIONAL INFORMATION; EMPLOYMENT SERVICES

Under the United States Employment Service's Job Opportunities Information Program, state employment service agencies have surveyed and reported on job opportunities and other manpower information for their areas. This directory lists two principal types of studies developed as a part of this program: occupational guides and area skill surveys. Both provide information for designing training programs, for counseling in local employment service offices and schools, and for offering individual jobseekers and vocational counselors concrete information on job opportunities in specific occupations or groups of occupations. Occupational guides provide a concise summary of job duties, characteristics, and employment prospects for single and grouped occupations in a particular area or state. Area skill surveys relate community manpower resources to future occupational requirements: generally 2 to 5 years ahead. About 140 of these surveys are available and 44 are being developed. The directory lists occupational guides by occupational group, state, and over 750 individual job titles. Occupational guidance materials are listed for selected industries, occupational fields, and special worker groups. Area skill surveys are listed by state and locality. Dates of publications range from 1954 to 1965 with most having been published since 1960. (ET)

VT 003 746 MP 006 220
Summary of State Labor Laws for Women.

Women's Bureau (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb67 21p.

MINIMUM WAGE LAWS; *LABOR LAWS; *FEMALES; *STATE LAWS; HISTORICAL REVIEWS

During the past century the field of labor legislation for women has seen tremendous increase in the number of laws in the standards established. This report gives details of each State's laws as they apply to the principal areas of regulation: (1) minimum wage, (2) overtime compensation, (3) hours of work, including maximum daily and weekly hours, day of rest, meal and rest periods, and nightwork, (4) equal pay, (5) industrial homework, (6) employment before and after childbirth, (7) occupational limitations, and (8) other standards such as seating provisions and weightlifting limitations. Although legislation on one or more of these fields has been enacted in all states, District of Columbia, and Puerto Rico, standards vary widely. Information is presented in both list and discussion form. The development of legislation as well as present status is presented for minimum wage, equal pay, and hours of work. Women's Bureau publications on wages, hours, equal pay, and related subjects are listed. (FP)

VT 003 748 ED 016 827
Farmworkers.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.70
Manpower Administration, Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.
Pub Date - 66 32p.

*MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; *FARM LABOR; FARM LABOR SUPPLY; RURAL AREAS; RURAL POPULATION; EDUCATIONAL PROGRAMS; FEDERAL LAWS; POVERTY PROGRAMS; *EMPLOYMENT TRENDS; INCOME; POPULATION TRENDS; MIGRANT WORKERS; FOREIGN WORKERS; VOCATIONAL EDUCATION

Although the average standard of living of farm people has been rising steadily, they continue to face severe problems of underemployment and poverty. The average per capita income of farm residents is less than two-thirds that of the nonfarm population. Millions have moved to cities, leaving stagnating rural communities, and increasing the city slum population. To increase farm employment, hiring of foreign workers has been sharply curtailed, and mobile teams of state and federal government officials have initiated recruitment programs for placing unemployed and college youth, American Indians, Puerto Ricans, and others. Both employment time and wage rates have increased in areas where foreign workers formerly were used. The Vocational Training Act of 1963, the Manpower Development and Training Act, the Area Redevelopment Act of 1961, the Rural Areas Development program, many War on Poverty programs, Neighborhood Youth Corps programs, and others help to alleviate the needs of the farmworker. There should be continued rural education, economic and job development in rural areas, regularization of employment for farmworkers, further reduction of foreign labor, legislation providing labor standards and income security for farmworkers, better worker housing, and help for farm to nonfarm migrants. More research is needed to determine the characteristics and problems of rural farm and nonfarm people in developing effective programs tailored to their special needs and identify anticipated technological changes in agriculture in advance of planned manpower educational programs that will aid displaced workers. A comprehensive review of agriculture policies needs and program development is expected as a result of the recent presidential appointment of The National Advisory Commission on Food and Fiber and the Commission on Rural Poverty. This document is a reprint from the "1966 Manpower Report" (VT 001 162 in ARM Spring 1969). (WB)

VT 003 752 ED 014 589
What About Women's Absenteeism and Labor Turnover.

Women's Bureau, (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.55
WB-66-143
Pub Date - 66 9p.

SEX (CHARACTERISTICS); *WORKING WOMEN; *ABSENTEEISM; *JOB TENURE

Statistics on absenteeism and labor turnover are reviewed to determine if generalizations about labor costs, based on sex differences, are legitimate. In 1963, 5.4 and 5.6 days worktime were lost by women and men respectively. During an average week in 1964, 2.7 percent of the men and 3.1 percent of the women workers were absent from work because of illness. Women's illnesses are more acute but of shorter duration. Men lost 3.1 days per person for chronic illnesses, compared with 2.6 days for women. Net differences between men and women leaving jobs are small. In 1961, 11 percent of the men and 8.6 percent of the women workers changed jobs once or more. From 1950-55, factory workers had a quit rate of 24 per 1,000 women and 17 per 1,000 men employees. Continuous employment at the current job averaged 3 years for women and 5.7 years for men in 1963. The higher turnover rate for women can be explained by the relatively larger proportion of women than men under 25 years of age, in lower grade clerical jobs, and with fewer years of Federal service--all factors associated with high turnover. Differences in absenteeism, and turnover rate narrowed when comparisons were made of men and women with similar occupational levels, salaries, ages, and years of service. Generalizations on work performance based on skill level of the job, age of the worker, length of service with the employer, and worker's record of job stability are more legitimate than those based on whether the worker is a man or a woman. (FP)

VT 003 753 ED 014 590
Why Women Work.

Women's Bureau (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.35
WB-67-324
Pub Date - May67 5p.

*WORKING WOMEN; *MOTIVATION; *INDIVIDUAL CHARACTERISTICS

Women work because they or their families need the money they can earn. Even when necessities are provided by other family members, women work to raise family living standards. At least half of all women work out of economic necessity. About 2.9 million mothers had to help support their children in 1966 because their husbands' income was less than $5,000 a year. Nearly two of three nonwhite wives who were not living on farms had to work. Of the 48.3 million families in March 1966, 5 million were headed by a woman. Half of these women worked, most of them because of economic necessity. More than two of five families headed by a woman had incomes of less than $3,000 in 1965. A fifth of all families headed by a woman were nonwhite and had a 1965 median income of $2,600. Most working wives whose husbands are unemployed or unable to work were gainfully employed out of necessity. In the 42.1 million husband-wife families in March 1966, there were 800,000 working wives whose husbands had an income of less than $1,000 per year. Of the married women who stopped working in 1963, only a small percentage did so because they no longer needed to work. This report is based on data from the U.S. Department of Commerce, Bureau of Census, and U.S. Department of Labor, Bureau of Labor Statistics. Two charts give marital status of working women and their husbands' income level during 1965 and 1966. (FP)

VT 003 754 MP 000 223
Women Private-Household Workers Fact Sheet

Women's Bureau (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.50
WB-67-253
Pub Date - Feb67 8p.

*WORKING WOMEN; *DOMESTIC WORKERS; STATE LAWS; WORKMANS COMPENSATION; INDIVIDUAL CHARACTERISTICS

The 1.4 million women private household workers in 1960 were 96 percent of all workers in this occupation. In 1965, the median annual wage for these workers was $1,193. The low wages reflected both low rates of pay and the intermittent character of the employment. Over 50 percent worked half time, almost 25 percent worked less than 15 hours per week, but only about four of 10 worked 50-52 weeks a year. Of the quarter million families headed by a household worker in 1960, two-thirds had children under 18 years of age. Of the women household workers, 54 percent lived in the South, 64 percent were Negroes, 11 percent were "live-in" workers, and 74 percent were in urban areas. The median age of all employed private household workers was 46 years. More were married (40 percent) than were single, widowed, separated, or divorced. Educationally the private household worker was disadvantaged--the median years of school completed were 8.4 years. The private household workers were also disadvantaged legislatively. They were not covered by the Federal Minimum Wage and Hour Law and had to earn $50 from one employer per calendar quarter to earn credits for old-age, survivor, or disability pensions. Most were not afforded the protection of the major forms of labor legislation and social insurance from which older workers usually benefit. State legislation concerning household workers is described. Data for this report are from the U.S. Department of Commerce, Bureau of Census 1960, 1965. (FP)

VT 003 756 MP 000 225
Fact Sheet on Women in Professional and Technical Positions.

Women's Bureau (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.45
WB-67-164
Pub Date - Nov66 7p.

*WORKING WOMEN; *PROFESSIONAL PERSONNEL; *SUBPROFESSIONALS; EMPLOYMENT PATTERNS; ACADEMIC ACHIEVEMENT

Although women have been part of the rising number of professional and technical workers, they are not fulfilling their potential. Women in professions and technical positions have increased from 1.6 million prior to World War II to 3.6 million in October 1966, but they held only 38 percent of these jobs in October 1966 as compared with 45 percent in 1940. Those in teaching and health occupations have dropped from 71 percent in 1960 to 67 percent in 1966. Only 22 percent of the faculty of institutions of higher learning are women, and there has been a sharp decline in female secondary teachers. Although women were heavily represented in the health fields in 1964, only 6 percent were physicians. Similarly, women represented only 8 percent of the scientists, 3 percent of the lawyers, and 1 percent of the engineers. Of boy high school graduates in 1964, 64 percent entered higher education compared with 46 percent of girl graduates in 1965. The number of women earning degrees has increased significantly but men are earning significantly more, and the disparity in the proportion of degrees earned by women and men is greater at the advanced degree level and greater than it was in 1930. More than one-fifth of the 59 percent of employed women with 4 years of college and 7 percent of those with five years of college were working as service workers in March 1965. According to President Johnson, the demand for skilled and highly trained workers cannot be met by men alone. Unless more professions are opened to women and women are trained to enter them, the needs of the nation will not be met. Data are from Federal government agencies. (FP)

VT 003 782 ED 018 642
Unemployment and Retraining, An Annotated Bibliography of Research.

Office of Manpower, Automation and Training (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.90
Manpower Administration, Office of Manpower, Automation, Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C.
Pub Date - Nov65 36p.

*ANNOTATED BIBLIOGRAPHIES; *UNEMPLOYMENT; *VOCATIONAL RETRAINING; RESEARCH REVIEWS (PUBLICATIONS); SOCIAL PROBLEMS; PSYCHOLOGICAL NEEDS; PSYCHOLOGICAL STUDIES; MANPOWER UTILIZATION; *MANPOWER DEVELOPMENT; *UNEMPLOYED

Fifty-seven selected research studies related to social psychological factors in job training and hard core unemployment, are included. Publication dates range from 1931 through 1964. The 23 studies considered of major importance are grouped in the first section. The remaining 34 references were selected as a sampling of journalistic and editorial comments and surveys reporting demographic data on the unemployed. (WB)

VT 003 833 ED 014 597
Dellon, Howard N.
The Adverse-Effect Policy for Agricultural Labor.

EDRS PRICE MF-$0.25 HC-$0.80
Pub Date - Aug66 14p.

BRACEROS; *BRACERO PROGRAMS; *FARM LABOR SUPPLY; *FARM LABOR LEGISLATION; FEDERAL LAWS; FEDERAL LEGISLATION; MIGRANT WORKERS; *FOREIGN WORKERS; *AGRICULTURAL LABORERS; WAGES

The basic philosophy underlying the regulation of foreign worker importations into the United States for agricultural employment is that employment of such workers will not be permitted if it will have an adverse effect on domestic workers. The adverse-effect policy has been followed since the enactment of Public Law 78 in 1951 which governed the entry of Mexican nationals into Arizona and New Mexico for seasonal employment. The term "adverse-effect" has not been specifically defined. Rather the concept has evolved as policies have developed and actions have been taken to cope with specific situations. The legal bases for taking adverse-effect action and the manner in which the policy of the Department of Labor has developed is discussed. The adverse-effect concept developed through applications in 1953, 1956, and 1958 when employers of Mexican nationals had to increase their wages to prevent discrimination against domestic labor. In 1959, specific criteria for judging adverse-effect were established and formed the basis for a widespread adverse-effect program during 1960-61. Public Law 78 was extended, with increasing adverse-effect regulation, through December 31, 1964. Thereafter, foreign workers could be brought into the country for temporary employment in agriculture only in accordance with provisions of the Immigration and Nationality Act, which continued adverse-effect regulations. This document appeared in "Farm Labor Developments" August 1966. (WB)

VT 003 834 ED 014 598
Cohen, Irving J.
Huelga, A Milestone in Farm Unionism.

EDRS PRICE MF-$0.25 HC-$0.65
Pub Date - Sep66 11p.

*MIGRANT WORKERS; *AGRICULTURAL LABORERS; *STRIKES; LABOR DEMANDS; FARM LABOR LEGISLATION; *LABOR UNIONS; AGRICULTURAL LABOR DISPUTES
CALIFORNIA

Early attempts during the 20th century to organize farm workers, to gain wage increases, and to secure employer recognition of a union as the workers' agent for collective bargaining failed. An estimated 380 agricultural strikes involved over 200,000 workers in 33 states between 1930 and 1948. The National Labor Relations Act, enacted as a result of those strikes, ironically excluded agricultural workers. In 1965, a strike of grape-vineyard workers in Delano, California, lead to public recognition of the need for legislation and social welfare programs designed to relieve poverty and improve the working conditions of farm workers. A new interest in agricultural unionism developed from local, state, and national attention, sympathy, and support given to the strikers by civil rights groups, labor unions, civic association, and religious organizations. The Agricultural Workers Organizing Committee organized by the AFL-CIO and the National Farm Workers Association merged as the United Farm Workers Organizing Committee (UNFWOC) in July 1966 to present a single front for future bargaining negotiations and to gain recognition from 33 growers. In an election at the De Giorgio Corporation Farms, UNFWOC became the bargaining agent for grape harvest workers. National publicity resulted in legislative consideration of including agricultural workers in the National Labor Relations Act and the Fair Labor Standards Act. Effects of the strike have spread to the Atlantic Coast, Florida, and Texas. The success of the Delano strike could stimulate national unions to organize farm workers on an unprecedented scale throughout the country. This document appeared in "Farm Labor Developments," September, 1966. (WB)

VT 003 836 ED 014 599
Braceros, Mexico, and Foreign Trade.

EDRS PRICE MF-$0.25 HC-$0.50
Pub Date - Jul66 8p.

BRACEROS; *BRACERO PROGRAMS; *FOREIGN WORKERS; FARM LABOR SUPPLY; *AGRICULTURAL LABORERS; FARM LABOR PROBLEMS; *EXPORTS; MIGRANT WORKERS; *AGRICULTURAL PRODUCTION
MEXICO

Criticism of governmental policy restricting use of foreign contract workers on American farms in 1965 expresses three possibilities: (1) a severe disruption of domestic fruit and vegetable production, (2) an increase of American investment in foreign, particularly Mexican, agricultural production, and (3) a loss of United States export market to foreign producers. Total production, however, was not significantly lower in 1965 than in 1964, and only a few growers moved their operations to Mexico or made other arrangements to produce in that country. The value of total fruit and vegetable exports increased while the balance of trade in fruit and vegetables continued favorable. Fruit and vegetable exports in 1965 were valued at $468.4 million of which fresh oranges, canned peaches, dried beans, fruit cocktail, dried prunes, grapes, apples, and dried raisins accounted for 44 percent of the total. Vegetable exports declined $2.7 million to $155.3 in 1965 due to lower sales of dried beans and canned asparagus. Some Mexican imports increased during 1965: (1) tomatoes, 8 percent, (2) melons, 17 percent, and (3) frozen strawberries, 30 percent, but these gains reflected influences other than lack of bracero labor in the United States. The end of the bracero program has not resulted in a large scale movement of American farmers to Mexico or a significant loss of market to foreign competitors. However, patterns of production and marketing may change in coming years due to the termination of foreign labor and other factors. This document appeared in "Farm Labor Developments," July 1966. (WB)

VT 003 837 ED 014 600
Farm Labor Costs and Food Prices, 1964-65.

EDRS PRICE MF-$0.25 HC-$0.50
Pub Date - Apr66 8p.

BRACEROS; *FARM LABOR SUPPLY; AGRICULTURAL LABORERS; FOREIGN WORKERS; *AGRICULTURAL PRODUCTION; FOOD; LABOR ECONOMICS; WAGES; *FOOD PRICES
CALIFORNIA

To measure the impact of the decline of foreign agricultural worker employment on farm-labor costs, food prices, and return to the farmer, an analysis was made of the 1964-65 changes in these factors for selected California crops. Tomatoes, lettuce, strawberries, cantaloupes, celery, lemons, and asparagus, which accounted for 71 percent of the state's total foreign-worker man-year input in agriculture in 1964 and 89 percent in 1965, were included in this study. Between 1964 and 1965 the utilization of foreign-worker employment decreased from 7,500 to 2,100 man-years in tomatoes, 3,382 to 59 in lettuce, 3,236 to 357.5 in strawberries, 766 to 0 in cantaloupes, 938.8 to 24.8 in celery, 3,244 to 63 in lemons, and from one-half of all workers to less than one-tenth in asparagus. Increase in wage costs were less than advances in prices paid to the growers for all crops except celery and lettuce. Changes in wages, production labor costs, prices paid to farmers, and retail prices support the hypothesis that field-labor costs may rise substantially without causing a significant change in retail prices. The findings indicate that major advances could be made toward improving the living standards of persons currently employed in agriculture and in making agricultural employment more attractive to young people to arrest the migration from rural to urban areas. This document appeared in "Farm Labor Developments," April 1966. (WB)

VT 003 838 ED 014 601
The Annual Worker Plan in 1966.

EDRS PRICE MF-$0.25 HC-$0.40
Pub Date - 67 6p.

*MIGRANT WORKERS; *FARM LABOR SUPPLY; FEDERAL PROGRAMS; *EMPLOYMENT PROGRAMS; EMPLOYMENT SERVICES; RECRUITMENT
ANNUAL WORKER PLAN

To decrease the time lost by migratory workers between jobs and to provide employers with a dependable labor source, the Annual Worker Plan has planned comprehensive itineraries for migrants since 1954. Three methods are used to recruit migrant farm workers under this plan: (1) State agencies arrange and conduct interviews with crew leaders and match collected information with that provided by employment service representatives from demand states, (2) Recruitment is conducted by representatives of each demand state independently of other demand states, and (3) Recruitment is performed by employment service personnel in the migrant's home state to fill orders from demand states. In 1966, state employment security agencies contacted about 12,600 migrant-farmworker groups representing 193,700 individuals residing in 34 states. Of the groups contacted, 58 percent were families, 25 percent were crews, and 17 percent were other types of groups. Nearly one-half of 193,700 individuals were adult males, one-fourth were adult females, and one-fourth were children under 16. Over three-fourths of the persons covered by the plan in 1966 claimed Texas or Florida as their home state. A table showing characteristics of migrant workers by state of residence, 1966, is included. This document appeared in "Farm Labor Developments," April 1967. (WB)

VT 003 839 ED 014 602
Migratory Workers in the United States.

EDRS PRICE MF-$0.25 HC-$0.70
Pub Date - 65 12p.

*MIGRANT WORKERS; *AGRICULTURAL LABORERS; FARM LABOR SUPPLY; *FEDERAL LAWS; FEDERAL PROGRAMS; MIGRATION PATTERNS; CREW LEADERS; SEASONAL LABORERS; EMPLOYMENT SERVICES
ANNUAL WORKER PLAN

The need for large numbers of farm workers for short periods during the cultivation and harvesting of crops in widely separated areas results in a migratory work force of approximately 400,000 persons each year. Migrants are employed to avoid losses of perishable crops in the fields, to take advantage of good weather or to forestall losses due to bad weather, and to take advantage of favorable market conditions. Workers migrate primarily for economic reasons and withdraw from the migratory system when opportunities for steadier employment become available. Of the 386,000 migratory workers employed in 1964, nearly three-fourths were men, and three-fifths of the total were under 35 years of age. Migrants worked an average of 131 days at farm and nonfarm work and earned an average of $1,240 annually. Three principal migratory streams each year are the Eastern Seaboard, the Mid-Continent, and the West Coast. Work crews are either centered around one or more families often related to the crew leader or composed of unrelated individuals recruited by the crew leader. No one pattern is followed by migrants in scheduling work with employers. Some laws affecting migrants are the Migrant Health Act, Manpower Development and Training Act, Economic Opportunity Act, Housing Act, and Farm Labor Contractor Registration Act. This document appeared in "Farm Labor Developments," October 1965. (WB)

VT 003 840 ED 014 603
Sanders, Grover H.
Mechanization of Farm Operations in 1965.

EDRS PRICE MF-$0.25 HC-$1.20
Pub Date - Oct66 22p.

*AUTOMATION; *TECHNOLOGICAL ADVANCEMENT; *AGRICULTURAL PRODUCTION; FARM LABOR; *HARVESTING; *AGRICULTURAL MACHINERY

Increased mechanization, more extensive use of chemicals, and other technological developments have reduced farm-labor needs and increased agricultural production. Cotton, sugar beets, potatoes, and vegetables for processing are some of the crops requiring fewer man-hours due to new or improved technology. Continuous effort has been made to design machinery and labor-saving techniques for producing and harvesting most fruits, vegetables for fresh market, and some vegetables for processing. Mechanical harvesting of many crops has been retarded because of lack of uniformity in size, maturity, and texture of the plant or marketable product. Recent developments and future implications of mechanization and other technological changes for 27 selected crops including apples, asparagus, snap beans, potatoes, berries, sugar beets, tobacco, and tomatoes are discussed. Conclusions are: (1) The machine method is still in the experimental stage and has not had a significant effect on employment in some instances, but in others the use of hand labor has almost disappeared, (2) It is difficult to pinpoint the exact crops to be most affected by mechanization, but agriculture's need for hand labor will diminish, and (3) The process of adapting hand laborers to a new technology will present problems. This document appeared in "Farm Labor Developments," October 1966. (WB)

VT 003 841 ED 015 288
America's Industrial and Occupational Manpower Requirements, 1964-75.

Bureau of Labor Statistics (DOL), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$9.50
Pub Date - 1Jan66 188p.

*LABOR ECONOMICS; *LABOR MARKET; *LABOR FORCE; EMPLOYMENT PATTERNS; *EMPLOYMENT TRENDS; INDUSTRY; EMPLOYMENT STATISTICS; SOCIOECONOMIC INFLUENCES; TECHNOLOGICAL ADVANCEMENT; MANPOWER UTILIZATION; EMPLOYMENT OPPORTUNITIES; ECONOMIC PROGRESS; *EMPLOYMENT PROJECTIONS

Conducted at the request of the National Commission on Technology, Automation, and Economic Progress, this study projects the manpower requirements of the United States to 1975, under the assumption that the unemployment rate will be 3 percent. The major conclusion of the study, which takes into account every technological change in American industry that can be identified and makes a careful appraisal of its potential effect on employment, is that the overall demand for less-skilled workers will not decrease over this 11-year period, although it will decline somewhat as the percentage of the total. Other findings include: (1) Given the projected growth of the labor force, the assumptions made imply that 88.7 million persons will be gainfully employed in 1975, 18.3 million more than in 1964, (2) While farm employment is expected to decline by about one million, all other employment is expected to increase by over 19 million, (3) Requirements of goods producing industries will increase by 17 percent and those in the service producing sector by 38 percent, (4) The effect of these trends will be to continue recent changes in the industrial composition of the economy, (5) Occupationally, the greatest increase in requirements will be for professional and technical workers, an increase of 54 percent or 4.5 million additional personnel, and (6) The occupational requirements changes could most adversely affect nonwhite workers, young workers, and women workers. (ET)

VT 003 843 MP 000 255
Bogan, Forrest A.; Swanstrom, Thomas E.
Work Experience of the Population in 1965. Special Labor Force 76.

Bureau of Labor Statistics (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.25
Bureau of Labor Statistics, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210 (no charge).
Monthly Labor Review; December 1966.
Pub Date - 67 43p.; Reprint.

*WORK EXPERIENCE; *LABOR FORCE; EMPLOYMENT STATISTICS; EMPLOYMENT LEVEL; EMPLOYMENT PATTERNS; *EMPLOYMENT TRENDS; NATIONAL SURVEYS; NATIONAL DEMOGRAPHY; *MANPOWER UTILIZATION; *UNEMPLOYED; MARITAL STATUS; UNEMPLOYMENT; AGE; SEX (CHARACTERISTICS); RACIAL CHARACTERISTICS; OCCUPATIONS

The underutilization of potential manpower resulting from unemployment is discussed. The 1965 manpower utilization estimates were based on supplementary questions in the February 1966 monthly survey of the labor force conducted by the Bureau of the Census. Eighty-six million people, a million more than the previous year, worked during 1965. Despite this strong demand for labor, approximately 12.3 million persons were unemployed. Negro workers were almost twice as likely as whites to have been unemployed at least once even though they accounted for 20 percent of the employment increase among men while making up only 10 percent of all men who worked. Although the number of long-term unemployed, 15 weeks or more, fell by 1.2 million, 35 percent of the least skilled unemployed workers such as nonfarm and farm laborers, service workers, and private household workers looked for work for 15 weeks or more, a ratio 10 percentage points higher than that for all unemployed workers. The chief reason for underutilization of manpower were unemployment, seasonal layoff, illness, and disability. Tabular data are presented for various combinations of worker variables such as sex, age, marital status, color, industry, occupation, employment status, length of employment, length of unemployment, reasons for unemployment, and employment experience. (ET)

VT 003 849 MP 000 261
Hamel, Harvey R.
Job Tenure of Workers, January 1966. Special Labor Force 77.

Bureau of Labor Statistics (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.35
U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C. 20210.
Monthly Labor Review; January 1967.
Pub Date - 67 25p.

*JOB TENURE; INDIVIDUAL CHARACTERISTICS; *EMPLOYMENT TRENDS; EMPLOYMENT STATISTICS; *EMPLOYEES; LABOR FORCE; RACIAL CHARACTERISTICS; SEX (CHARACTERISTICS); AGE

One aspect of job mobility, the length of time that workers had been continuously employed on their current job, was studied. Information on the differences in job tenure of workers by age, sex, color, industry, and occupation was gathered by the Current Population Survey of the Bureau of the Census for the week ending January 15, 1966. Data showed that employees stayed with the same job or employer an average of 4.2 years, a slight decline from the 4.6 years measured in the January 1963 survey. Men averaged nearly twice the length of time on the current job as women in both the 1966 and 1963 survey, and job tenure for men was significantly greater in each age group. One-third of the employed men, but only one-fifth of the employed women, had 10 years or more of consecutive employment. Negro men averaged fewer years on their current job than white men, but there was almost no difference in job tenure between white and Negro women. Occupationally, self-employed farmers and professionals, managers, and craftsmen had the longest job tenure. Among industry groups, workers in the transportation and communications industries had the longest continuous association with the same employer. A description of the research methodology and 10 additional detailed tables are included. (ET)

VT 003 857 ED 015 295
Ausmus, Norma I.; Saile, Alvin W.
The Current Employment Market for Engineers, Scientists, and Technicians.

Employment Service, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.90
Pub Date - Oct65 36p.

*LABOR MARKET; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT TRENDS; JOB APPLICANTS; GEOGRAPHIC DISTRIBUTION; *SCIENTISTS; *DRAFTSMEN; *SUBPROFESSIONALS; *ENGINEERS; OCCUPATIONAL SURVEYS; EMPLOYMENT SERVICES
BUREAU OF EMPLOYMENT SECURITY

Data on job openings for selected engineering, scientific, and technical occupations, provided by the Bureau of Employment Security affiliates from field reports on June 1965 conditions in 30 major labor areas, are presented in this semiannual report. Nationwide demand in these job categories increased and backlogs of applicants decreased because of added government contracting, continued economic expansion, and the growth of research and development activities relating to medical and educational services. Demand-supply relationships tightened for draftsmen, engineers, and technicians, but not for chemists and natural scientists. Needs expanded in commercial aircraft, aerospace, machinery, and steel production, and in construction. Demands emphasized production, design, and testing skills. Demands remained strong for senior design civil and structural engineers, and expanded in some innovative aspects of the service fields of education and medicine. Fewer than two applicants were registered to each job in engineering, as opposed to four 12 months before. Over one-half of the openings for natural scientists were in six areas, and four applicants per opening were available. Draftsmen were in greater demand with two applicants per opening. Despite the tightening job market, employers maintained stringent hiring specifications. To overcome specialization and other manpower problems some area firms have established personnel lend-lease systems and consultant firms have hired retirees. (JM)

VT 003 862 ED 014 609
Domestic Agricultural Migrants in the United States, Counties in Which an Estimated 100 or More Seasonal Agricultural Workers Migrated into the Area of Work During the Peak Season in 1965. Publication 540.

Public Health Service (DHEW), Washington, D.C.
Manpower Administration (DOL), Washington, D.C. Bureau of Employment Security
EDRS PRICE MF-$0.25 HC-$1.00
Pub Date - Aug66 18p.

*AGRICULTURAL LABORERS; *MIGRANT WORKERS; *MIGRATION PATTERNS; *SEASONAL LABORERS; EMPLOYMENT STATISTICS; MAPS; GEOGRAPHIC DISTRIBUTION

The number of seasonal domestic agricultural migrants in each county of the United States is presented graphically on this 26 by 40 inch map. Public health and other service agencies may use it and accompanying tables to plan program adjustments necessitated by the worker influx. The data are confined to domestic workers and their accompanying dependents who engage in farm work which requires them to move far enough to prevent returning home at night. It does not include legally contracted foreign nationals. Since 1960, there has been an overall decrease in migrant workers due largely to mechanization. Increases are in counties formerly served by braceros. The peak influx of migrants and the span of crop seasons are shown for each county in tabular form. Travel patterns illustrating the northward movement, the home base areas, and the racial ancestry of the migrants are shown on an inset map. (JM)

VT 003 875 MP 000 284
A Review of Work Stoppages During 1966.

EDRS PRICE MF-$0.25 HC-$0.40
Monthly Labor Review; v90 n8 August 1967.
Pub Date - Aug65 6p.

*LABOR FORCE; INDUSTRY; *STRIKES; STATISTICAL DATA; GEOGRAPHIC DISTRIBUTION

Idleness resulting from work stoppages in effect during 1966 totaled 25.4 million man-days, or 0.19 percent of the estimated total working time of the nonagricultural work force exclusive of government, and included 4,405 strikes directly affecting 1,960,000 workers. Idleness remained well below the average levels for the postwar period despite the increase of all measures of strike activity over 1965. Strikes ending in the year averaged 22.2 calendar days in duration, compared with 25 days in 1965. Half of the stoppages involved groups of 100 workers or more, a higher proportion than the average for recent years, and the number involving 1,000 workers or more increased to 321, the highest level since 1958. For the second year, idleness in manufacturing industries declined, while idleness in nonmanufacturing increased from 9 to 12 million man-days. As in 1965, New York led all states in strike idleness with 3.12 million man-days, its highest since 1958. Ohio ranked second with 2.19 million man-days. Six other states, California, Illinois, Massachusetts, Michigan, Missouri, and Pennsylvania, each experienced more than 1 million man-days of idleness. For all but California, this was higher than in 1965. Strikes occurring during renegotiating or reopening contracts accounted for 44 percent of the total with the main issues being demands for wage increases or supplementary benefits. (PS)

VT 003 876 MP 000 285
Wage Developments in Manufacturing, 1966.

EDRS PRICE MF-$0.25 HC-$0.60
Monthly Labor Review; v90 n8 August 1967.
Pub Date - Aug67 10p.

EMPLOYEES; *MANUFACTURING INDUSTRY; *WAGES; STATISTICAL DATA; *FRINGE BENEFITS; LABOR UNIONS

Data based on the 12 million production and related workers in manufacturing establishments where general wage changes are made showed that the general wage increases afforded the Nation's factory workers in 1966 were larger than in any of the 7 preceding years, and only in 1965 did a larger proportion of workers receive wage increases or changes in supplementary benefits. Fewer workers were affected by wage decisions actually made in 1966, however. More than 4.4 million workers received deferred increases as a result of pre-1966 bargaining. These, plus the additional 3.1 million affected by new settlements reached during the year, and the 2.1 million nonunion factory workers who received increases, totaled 80 percent of 12 million workers employed in factories where general wage changes are made to received general wage increases. The median wage change for workers affected by 1966 decisions to increase wages was 4.2 percent compared with 3.7 percent a year earlier. At the end of 1966, the wages of about 22 percent of the unionized and 4 percent of the nonunion workers were subject to automatic adjustments based on movements in price indexes. A third of the factory production workers received either an improved or supplementary benefit. The health and welfare benefits were most frequently affected, but vacation length and pension plans were included. (PS)

VT 003 893 ED 020 322
Travis, Herman
Mobility and Worker Adaptation to Economic Change in the United States. Manpower Research Bulletin Number 1.

Office of Manpower, Automation, and Training (DOL), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.05
Pub Date - Jul63 79p.

*OCCUPATIONAL MOBILITY; EMPLOYMENT; *UNEMPLOYMENT; LABOR FORCE NONPARTICIPANTS; EDUCATIONAL BACKGROUND; *LABOR FORCE; *FEDERAL PROGRAMS; INDIVIDUAL CHARACTERISTICS; EMPLOYMENT SERVICES; CENSUS FIGURES; INDUSTRY; *VOCATIONAL EDUCATION; BUSINESS CYCLES; LABOR UNIONS; JOB PLACEMENT; MANPOWER DEVELOPMENT

Background information for use by the Organization for Economic Cooperation and Development in its examination of manpower problems in the United States is presented. The objective of the examination was to determine the contributions which policy, programs, and techniques on manpower, employment and social affairs could make for promoting economic growth, reducing the human and social costs of change, and maximizing the participation of human resources. The specific focus is on mobility and worker adaptability to economic change. In a society in which rapid technological change is taking place, increased worker mobility may be a significant factor in achieving full employment, but it will have to be directed to fill manpower requirements without needless loss of working time and without the compulsions of an authoritarian society. Chapter titles are: (1) Unemployment, Underemployment, and Nonparticipation in the Labor Market, (2) Current Labor Mobility, (3) Education and Training, (4) Labor Market Organization: The Employment Service, (5) Labor-Management Programs for Handling Changes, and (6) Programs Under Consideration. The appendix gives 16 tables of data covering employment and unemployment, by age, sex, color, occupational group, and type of industry for the period 1947 to 1962. Some earlier data are included. A labor mobility bibliography contains 55 items dated from 1952 to 1961. (EM)

VT 003 960 ED 023 802
The Outlook for Technological Change and Employment. Technology and the American Economy, Appendix Volume I.

National Commission on Technology, Automation and Economic Progress, Washington, D.C.
EDRS PRICE MF-$1.50 HC NOT AVAILABLE FROM EDRS.
Pub Date - Feb66 357p.

*INFORMATION SYSTEMS; EMPLOYMENT PROBLEMS; EMPLOYMENT TRENDS; EMPLOYMENT STATISTICS; TECHNOLOGICAL ADVANCEMENT; *LABOR FORCE; UNEMPLOYMENT; EMPLOYMENT; INDUSTRY; OCCUPATIONS; WAGES; EMPLOYMENT PROJECTIONS; *COMPUTERS; AUTOMATION; PRODUCTIVITY

Findings of a study of the nation's manpower requirements to 1975 are presented. Part I, on the employment outlook, consists of a 10-year projection of manpower requirements by occupation and by industry prepared by the Bureau of Labor Statistics and an analysis of the growth prospects and the state of fiscal policy in the United States economy as of mid-1965 by George Perry. Part II, on the technological outlook, presents (1) a description of the state of computer development and use and speculation on future developments in the general use of computers, by Paul Armer, (2) a description of the specialized art of information processing networks, by Merril Flood, (3) an examination of computer applications to industrial process control which reveals an exaggeration both of the number of process control installations and of their employment impact, by Tom Stout, (4) an assessment of computer applications in the fabricating industries, by Eugene Schwartz and Theodore Prenting, which reveals similar exaggerations with the exception of rapid growth in numerical control of machine tools, and (5) ways of projecting future productivity by the Bureau of Labor Statistics. Numerous tables and graphs present statistical data. Other appendixes to VT 003 962 are VT 003 961 and VT 005 794-VT 005 797. (EM)

VT 003 961 ED 022 857
The Employment Impact of Technological Change. Technology and the American Economy, Appendix Volume II.

National Commission on Technology, Automation and Economic Progress, Washington, D.C.
EDRS PRICE MF-$1.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y3.T22:2T22/App/Vol II, $2.50).
Pub Date - Feb66 369p.

*TECHNOLOGICAL ADVANCEMENT; *INDUSTRY; STEEL INDUSTRY; BANKING; *INNOVATION; DIFFUSION; TECHNOLOGY; LITERATURE REVIEWS; INCOME; *EMPLOYMENT; UNEMPLOYMENT; AUTOMATION; JOB SKILLS; *WORKING HOURS; LEISURE TIME; ECONOMIC CLIMATE; AGRICULTURE
DICTIONARY OF OCCUPATIONAL TITLES

Eleven descriptive studies prepared by independent experts and dealing with the employment impact of technological change are presented. Part I contains (1) an analysis, at the establishment level, of employment-increasing growth of output and employment-decreasing growth of output per man-hour, (2) case studies of the elapsed time involved in the process of invention, innovation, and diffusion of selected new technologies, and (3) a review of literature, on this same subject by Edwin Mansfield. Part II deals with the employment impact of technological developments occuring in agriculture, banking, and steel-making and includes an evaluation and speculations for the future in three papers. Part III, treats the impact upon skill requirements in selected automatic installations, examines the same problems by looking at the raw data upon which the 1949 and 1960 editions of the "Dictionary of Occupational Titles" were based, and examines changes occuring in the nature of work. Part IV examines current issues related to shortening the basic workweek and compares the possibilities for growth in income or leisure in an economy where the output of an hour's work doubles in less than a quarter century. Other appendixes to VT 003 962 are VT 003 960 and VT 005 794-VT 005 797. (EM)

VT 003 962 ED 023 803
Technology and the American Economy, Volume I.

National Commission on Technology, Automation and Economic Progress, Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Pub Date - Feb66 124p.

HEALTH NEEDS; NATIONAL DEMOGRAPHY; WELFARE PROBLEMS; *ECONOMIC PROGRESS; LABOR MARKET; SKILL OBSOLESCENCE; FEDERAL LEGISLATION; WORKING HOURS; HUMAN RESOURCES; URBAN ENVIRONMENT; TECHNOLOGY; WORK ENVIRONMENT; PLANNING COMMISSIONS; *NATIONAL PROGRAMS; INCOME; *TECHNOLOGICAL ADVANCEMENT; UNEMPLOYMENT; *EMPLOYMENT; *PUBLIC POLICY; JOB TRAINING; INDIVIDUAL NEEDS

Public Law 88-444 asked the Commission to identify, assess, describe, and define aspects of technological change and to recommend specific legislative and administrative steps which should be taken by federal, state, and local governments. The Commission was to concern itself for 1 year with the coming decade. Their examination covered (1) The Pace of Technological Change, (2) Creating an Environment for Adjustment to Change--Employment and Income, and (3) Technology and Unmet Human and Community Needs. Recommendations included: (1) a program of public service employment in which the government would be an "employer of last resort" for hard core unemployed, (2) an income floor to guarantee economic security of families, (3) compensatory education for persons in disadvantaged environments, (4) the creation of a national computerized job-man matching system, (5) a shift in the administration of employment services from the states to the federal government, (6) the permanent extension of experimental relocation assistance for families stranded in declining areas, (7) exploration of a system of social accounts to make possible assessment of the relative costs and benefits of alternative policy decisions, and (8) continuous study of national goals and evaluation of our national performance in relation to such goals. Appendixes are VT 003 960, VT 003 961, VT 005 794-VT 005 797 (ARM Fall 1969). (EM)

VT 004 124 ED 021 983
An Overview of Manpower Development and Training Under Redevelopment Area Residents Program, 1963-1966.

Office of Education (DHEW), Washington, D.C. Div. of Manpower Development and Training
EDRS PRICE MF-$0.25 HC-$2.05
Pub Date - 67 39p.

*ADULT VOCATIONAL EDUCATION; *FEDERAL PROGRAMS; URBAN RENEWAL; STATISTICAL DATA; *PROGRAM DESCRIPTIONS; *STUDENT ENROLLMENT; *PROGRAM COSTS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Information regarding programs under Section 241 of the Manpower Development and Training Act which provides training for redevelopment area residents is presented. Appropriations increased from $6,500,000 in 1965 to $24,000,000 in 1967. Training costs declined in 1964 and 1965 compared to 1963 but were doubled in 1966 because of an extension of the time for which training allowances could be paid. Equipment costs rose from 10.58 percent of the training costs in 1963 to 18.02 percent in 1966 due to equipping undeveloped programs and programs for highly skilled occupations. A total of 48,644 persons received training during the four fiscal years. New Jersey, Ohio, Mississippi, Puerto Rico, Pennsylvania, New York, Wisconsin, Kentucky, Washington, and Alaska had 69 percent of the trainees in fiscal 1966. The five predominant occupations in numbers of people trained were nurse aide and orderly, sewing machine operator, welder, machine tool operator, and clerk stenographer. During the first half of 1967 there was an increase in the number of proposals for on-the-job training programs, and more proposals included basic education. Training under the program is basically sound and is accomplishing its purpose of training unemployed and underemployed workers in economically distressed areas. Tables and charts illustrate the data. (EM)

VT 004 125 ED 021 984
Karp, William
Danger. Automation at Work; Report of the State of Illinois Commission on Automation and Technological Progress.

Illinois State Commission on Automation and Technological Progress, Chicago
EDRS PRICE MF-$0.50 HC-$5.60
Pub Date - 1Apr67 110p.

*AUTOMATION; *TECHNOLOGICAL ADVANCEMENT; STATE AGENCIES; FIELD STUDIES; ECONOMIC FACTORS; INVESTIGATIONS; SOCIAL FACTORS; MEAT PACKING INDUSTRY; BANKING; INSURANCE COMPANIES; VOCATIONAL EDUCATION; ADULT VOCATIONAL EDUCATION; EMPLOYMENT OPPORTUNITIES; PUBLIC POLICY; *CHANGE AGENTS; ECONOMIC PROGRESS; PROGRAM PLANNING; *GOVERNMENT ROLE
ILLINOIS; MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The 74th Illinois General Assembly created the Illinois Commission on Automation and Technological Progress to study and analyze the economic and social effects of automation and other technological changes on industry, commerce, agriculture, education, manpower, and society in Illinois. Commission members visited industrial plants and business and government offices having automated and computerized systems. One-day hearings were held on the meat packing, banking, and insurance industries, and a 2-day hearing was held on the vocational and education and manpower training programs. The Commission's investigations revealed that (1) Technological change has brought about such events as obsolescence of meatpacking plants, a decline in railroad jobs, and a reduction in coal mining operations, (2) The Manpower Development and Training Act is failing to meet the needs of changing industries, (3) The vocational education system is not keeping up with current needs, (4) Industry is not contributing enough to retraining workers displaced by automation, (5) Government agencies are not doing enough to conduct research into new occupational fields, and (6) The financing of job programs must be changed so that local authorities can be brought into closer contact with the programs. Based on its findings, the Commission formulated 22 recommendations in the nature of proposals and suggested changes in public policy and programs. (HC)

VT 004 179 MP 000 342
Points, Thomas C.
Report of First Year of Operation, Oklahoma Health Manpower Intelligence Project.

EDRS PRICE MF-$0.25 HC-$1.15
Pub Date - 6Sep67 21p.

*PROGRAM PLANNING; PROGRAM DEVELOPMENT; *HEALTH OCCUPATIONS; *INFORMATION SYSTEMS; RESEARCH; EMPLOYMENT STATISTICS; INTERAGENCY COORDINATION
OKLAHOMA

The major purpose of the project was to offer service to and coordinate the manpower study effort of the principal state organizations concerned with health manpower responsibilities. The University medical school was selected as the project setting because it offered the obvious focus for health manpower interests and had established relationships with professional societies. Basic data for 15,046 of the 16,378 Oklahoma health workers in 24 occupational categories was coded and placed on computer tape and that for physicians was analyzed. Information from such data was disseminated to various state and local agencies and organizations requesting it. Projected activities for the next five years included (1) centralizing statistical efforts among official and voluntary organizations, (2) maintaining health professions directories for planning groups use, (3) determining and projecting health manpower needs and employment opportunities in the states, (4) determining skill and knowledge utilized in health jobs, (5) collecting information on student recruitment, selection, and training in the health occupations, (6) studying causes of attrition in training programs, (8) conducting economic and/or wage studies, (9) studying the effects of laws and regulations pertaining to manpower training and utilization, (10) studying vertical and lateral job mobility, and (11) training personnel in health manpower research. (JK)

VT 004 249 ED 016 123
How Well Are They Paid.

American Foundation for the Blind, New York, N.Y.
EDRS PRICE MF-$0.25 HC-$1.25
American Foundation for the Blind, 15 West 16th Street, New York, N.Y. 10011.
Pub Date - 67 23p.

*SALARIES; *BLIND; *PROFESSIONAL PERSONNEL; TEACHERS; SUPERVISORS; CASEWORKERS; COUNSELORS; ADMINISTRATIVE PERSONNEL; OCCUPATIONAL SURVEYS; NATIONAL SURVEYS; AGENCIES

A survey of salaries paid in 26 key occupations working with the blind was conducted by the Bureau of Labor Statistics in 1966 (VT 003 405) in ARM Summer 1968. This publication interprets the major findings of that study. Of 11,000 persons giving direct service to the blind, about half were in professional and administrative positions. Annual salaries of elementary teachers in residential schools for the blind were $2,000 less than those of the blind in local day schools and $170 less than those of factory workers. Vocational rehabilitation counselors in government or state agencies with an annual salary of $7,080 led those in private agencies by $550. General state vocational rehabilitation service counselors received $530 more per year than their instate agencies. Social caseworkers with master's degree barely surpassed the $7,000 minimum recommended by the National Association of Social Workers for beginning social workers with this degree. The average income of rehabilitation, or home, teachers was $5,880, lowest of salaried agency workers. Casework supervisors averaged $8,110, also lower than counterparts who supervised vocational rehabilitation and social caseworkers. Administrator salaries were $11,200 for government agency directors, $11,290 for school superintendents, and $8,700 for nongovernment agency directors. Generally, median salaries of workers for the blind were little more than beginning salaries offered in the business world. (JM)

VT 004 322 MP 000 378
Manpower Problems and Economic Opportunities in an Adjusting Regional Economy, The Upper Peninsula of Michigan. Summary Report.

Northern Michigan Univ., Marquette
EDRS PRICE MF-$0.25 HC-$1.20
Pub Date - Sep65 22p.

ECONOMIC FACTORS; UNEMPLOYMENT; EMPLOYMENT PROJECTIONS; *DEPRESSED AREAS (GEOGRAPHIC); *EMPLOYMENT PROBLEMS; *EMPLOYMENT TRENDS; *POPULATION TRENDS; LABOR FORCE; INDUSTRY
UPPER PENINSULA; MICHIGAN

The study "Manpower Problems and Economic Opportunities in an Adjusting Regional Economy--The Upper Peninsula of Michigan" (VT 004 323 in ARM Fall 1969) is summarized. (FP)

VT 004 323 MP 000 379
Manpower Problems and Economic Opportunities in an Adjusting Regional Economy, The Upper Peninsula of Michigan.

Northern Michigan Univ., Marquette
EDRS PRICE MF-$1.25 HC-$13.70
Pub Date - Sep65 272p.

*DEPRESSED AREAS (GEOGRAPHIC); EMPLOYMENT OPPORTUNITIES; INDUSTRY; *EMPLOYMENT PROBLEMS; *POPULATION TRENDS; ECONOMIC FACTORS; MODELS; *EMPLOYMENT TRENDS; UNEMPLOYMENT; STATISTICAL DATA; EMPLOYMENT PROJECTIONS; LABOR FORCE; ECONOMIC OPPORTUNITIES; LABOR SUPPLY; EDUCATIONAL BACKGROUND; *EMPLOYMENT PATTERNS
UPPER PENINSULA; MICHIGAN

The purpose of this study was to ascertain those factors considered to have been the most important determinants of the present economic situation, to identify areas of the economy in which improvements could most likely occur, and to develop models for forecasting future demand and supply of labor within the region. Data were obtained from U.S. Bureau of Census reports, Michigan county and city data books, the Survey of Current Business, the Michigan Employment Security Commission, and current publications. An econometric model for forecasting the regional demand for labor was developed. Some findings were: (1) The Upper Peninsula compares unfavorably with the United States and Appalachia in terms of employment and educational levels, (2) A high degree of net outmigration of the young income-earning segment of the population limits the labor potential, (3) The present status of the region as a depressed area can be related to historical and geographical conditions, (4) The depletion of high-grade timber and ore reserves has resulted in a serious economic decline, (5) An increasing employment potential does exist in the pulpwood and paper industries and in the mining sector of the economy, and (6) The low educational level attained by the regions' population of 25 years and over has probably contributed to the unemployment problems. It was concluded that the nature of the unemployment problems was due to the high degree of seasonal variation in various industries. In general, it appeared that conditions in the Upper Peninsula could be improved only when positive deliberate action on on the regional level supplemented national policy. (WB)

VT 004 359 ED 021 995
Brozen, Yale
Automation, the Impact of Technological Change.

American Enterprise Inst. for Public Policy Research, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.80
American Enterprise Institute, 1200 Seventeenth Street, N.W., Washington, D.C. 20036 ($1.00).
Pub Date - Mar63 54p.

*AUTOMATION; *TECHNOLOGICAL ADVANCEMENT; *ECONOMIC PROGRESS; ECONOMIC FACTORS; UNEMPLOYMENT; EMPLOYMENT; SOCIAL FACTORS

The scale of educational activities is increasing because mechanization, automation, cybernation, or whatever new technology is called, makes it possible to do more than could formerly be done. If a man helped by an automatic machine can turn out twice as much per hour, then, presumably, only half as many hours of work will be available for each man, or only half as many jobs. The President of the United States has said that approximately 1.8 million persons holding jobs are replaced every year by machines. Thus, presumably, 18 million persons lost their jobs in the 1950's because of machines, yet total employment rose. In fact, it could be said that technological change has created more jobs than it has destroyed. While 13 million jobs were destroyed by various causes in the 1950's, more than 20 million were created as a result of technological change and growth in the stock of capital. Automation should be welcomed rather than feared. The rate of automation depends on the availability of capital and the rapidity in the rise in real wage rates. The unemployment problem is not the result of automation and will not be worsened by automation. This new, and old technology is spreading very slowly, and the present slow pace is not likely to accelerate. (HC)

VT 004 371 ED 021 997
Manpower Development and Training Act of 1962, MDTA Handbook. Chapter II, Training Needs Survey.

Bureau of Employment Security (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.30
Pub Date - Mar65 24p.

*MANPOWER NEEDS; VOCATIONAL EDUCATION; EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL SURVEYS; *EDUCATIONAL NEEDS; *FEDERAL PROGRAMS; *DATA COLLECTION
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Estimates of area occupational training needs are required for establishing training or retraining programs under federal legislation. Procedures for identifying occupations in short supply are described--selecting occupations for review, surveying selected occupations and establishments, and tabulating and analyzing data. Instruments included are (1) a checklist for determining minimum training needs, by occupation, (2) a sample letter for introducing a training needs survey, (3) an employer report on manpower needs in selected occupations, parts I and II, (4) a worksheet, summary of occupational data, and (5) a worksheet-estimated 1-year supply and demand, selected occupations. Specific instructions are given for using each instrument. (JM)

VT 004 375 ED 021 998
Labor Mobility, Selected References.

Department of Labor, Washington, D.C. Library
EDRS PRICE MF-$0.25 HC-$0.85
Pub Date - Apr67 15p.

*LABOR FORCE; *OCCUPATIONAL MOBILITY; *BIBLIOGRAPHIES

Complete bibliographic references to 54 books, 100 periodical articles, 16 United States government publications, and two other labor mobility bibliographies are given. The publication dates of the works listed range from 1953 to 1966. (ET)

VT 004 420 ED 020 327
Barlow, Melvin L.; Schill, William John
The Role of Mathematics in Electrical-Electronic Technology.

California Univ., Los Angeles. Div. of Vocational Education
EDRS PRICE MF-$0.75 HC-$6.85
Pub Date - 62 135p.

*ELECTRONIC TECHNICIANS; *EDUCATIONAL NEEDS; *MATHEMATICS; JUNIOR COLLEGES; TECHNICAL EDUCATION; TECHNICAL MATHEMATICS; FIELD INTERVIEWS; Q SORT; TEACHER ATTITUDES; EMPLOYEE ATTITUDES; SURVEYS

This study was concerned with determining the kind of mathematics the electronics technical worker actually used, or needed to have knowledge of on the job so that junior colleges could determine the ways and means of integrating or scheduling it into the technical curriculum. Data were gathered from 90 technical workers, selected at random from 44 randomly selected California electronics companies, and from 29 instructors selected at random from 45 junior colleges with electronics programs. The two methods of collecting data were individual interviews in which personal data and job history data were collected, and Q-sorts which determined mathematical concepts or skills needed to perform on the job. The Q-sort was a means of getting the technical workers to distribute into 9 different piles 66 mathematical problems according to the extent to which these problems were characteristic of their day-to-day work. Mathematical concepts or skills defined as essential to electronics technical workers in research and development were conversion of fractions to decimals, percent calculations of tolerance, changing percentage to decimals, conversion of metric to American measuring system, square root long-hand method, division of signed numbers, scientific notation, estimation of arithmetic problems, multiplication with exponents, division with exponents, raising to a power with exponents, use of negative exponents, ratios, and pythagorean theorem. Instructors recruited to teach this curriculum should have had experience in research and development in industry, and have completed mathematics through calculus. (HC)

VT 004 503 ED 020 329
Lectures on the Labour Force and Its Employment Delivered to First Study Course (September 17-December 7, 1962).

International Inst. for Labour Studies, Geneva (Switerzerland)
EDRS PRICE MF-$0.75 HC-$6.80
Pub Date - 63 134p.

*LABOR FORCE; *EMPLOYMENT; *LABOR MARKET; MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; *FOREIGN COUNTRIES; EMPLOYMENT PROJECTIONS; DEVELOPING NATIONS; HUMAN RESOURCES; EMPLOYMENT PROBLEMS; INDUSTRIAL STRUCTURE; EMPLOYMENT SERVICES; ECONOMIC PROGRESS; EDUCATIONAL PLANNING; EDUCATIONAL SOCIOLOGY; EMPLOYMENT OPPORTUNITIES; POPULATION GROWTH
UNITED ARAB REPUBLIC; LATIN AMERICA; AFRICA; YUGOSLAVIA

Twenty-nine representatives of management, trade unions, and governments from 28 countries participated in a study course designed for people who had already acquired some experience with labor problems and held, or were likely to hold, positions of responsibility in the field of labor. Addressed to questions relating to the labor force and its employment, the lectures were: (1) "Manpower Planning in the United Arab Republic" by I.H. Abdel-Rahman, (2) "Manpower Problems in Latin America" by J. Ahumada, (3) "Long-Term Projections of the Manpower Needs" by M. Debeauvais, (4) "The Elements of Human Resource Development Planning and the Integration of Manpower Planning with General Economic Development Programing" by F.H. Harbison, (5) "Population Pressure and Employment Opportunities" by G. Etienne, (6) "African Employment Problems and Policies" by A.A. Dawson, (7) "A Note on the Nature of Manpower Shortages and Surpluses" by F.W. Mahler, (8) "Employment Services" by R. Jackson, (9) "Management Development and Economic Growth" by R. Wynne-Roberts, (10) "Workers' Self-Government in Yugoslavia" by B.U. Pribicevic, (11) "Mobilization of Manpower" by D.L. Synder, and (15) "Sociological Aspects of Educational Planning" by R. Girod. (ET)

VT 004 509 ED 017 709
Manpower Policy and Programmes in the United States. Reviews of Manpower and Social Policies 2.

Organisation for Economic Cooperation and Development, Paris (France)
EDRS PRICE MF-$1.00 HC-$10.20
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 ($2.50).
Pub Date - Feb64 202p.

TECHNOLOGICAL ADVANCEMENT; *MANPOWER UTILIZATION; MANPOWER DEVELOPMENT; LABOR FORCE; LABOR MARKET; UNEMPLOYMENT; *EDUCATIONAL PLANNING; JOB TRAINING; EMPLOYMENT SERVICES; OCCUPATIONAL MOBILITY; *PUBLIC POLICY; EMPLOYMENT PROBLEMS; RESEARCH NEEDS; DEPRESSED AREAS (GEOGRAPHIC); EMPLOYMENT TRENDS; ECONOMIC PROGRESS; LABOR ECONOMICS; VOCATIONAL EDUCATION; *EMPLOYMENT PROGRAMS; *NATIONAL PROGRAMS

Examiners appointed by the Organisation for Economic Cooperation and Development (OECD) representing the International Labour Office, Canada, and Sweden, visited the United States in January 1963 to study the country's manpower policy, and prepare a list of questions to be addressed to the United States authorities. The examiners' report and a background report submitted by the United States authorities were discussed at a 1963 meeting of OECD's Manpower and Social Affairs Committee, when representatives of United States government agencies replied to questions raised by the examiners and by members of the Committee. Both reports and the examiners' questions and replies by the United States authorities are included in this document, with attention given in each to (1) economic growth and the unemployment problem, (2) technological change and its implications, (3) education and training for economic growth, and (4) the employment service and manpower policy. The conclusions of the Manpower and Social Affairs Committee are included. (ET)

VT 004 510 ED 022 003
International Joint Seminar on Geographical and Occupational Mobility of Manpower (Castelfusano, November 19-22, 1963). Final Report. International Seminars 1963-3.

Organisation for Economic Cooperation and Development, Paris (France). Social Affairs Div.
EDRS PRICE MF-$1.00 HC-$10.60
Pub Date - Nov64 210p.

*OCCUPATIONAL MOBILITY; *MIGRATION; LABOR ECONOMICS; EMPLOYERS; EMPLOYEES; EMPLOYMENT PROBLEMS; EMPLOYMENT SERVICES; EMPLOYMENT TRENDS; ECONOMIC PROGRESS; ECONOMIC FACTORS; SOCIOECONOMIC INFLUENCES; *LABOR FORCE; LABOR MARKET; JOB TENURE; *LABOR UNIONS; ORGANIZATIONS (GROUPS); *MANPOWER UTILIZATION; OCCUPATIONS; JOB TRAINING; FOREIGN COUNTRIES; VOCATIONAL EDUCATION; SEMINARS; PUBLIC POLICY

Representatives of employers' and workers' organizations from 16 member countries met to analyze the problems of facilitating adjustment to geographical and occupational changes, to discuss their experience, and to study the type of overall program needed in this field. The report contains (1) an introduction to the Seminar by

Solomon Barkin, (2) a summary, by Guy Routh of the discussions concerning geographical mobility, occupational mobility, and policies of governments and international organizations, and (3) the resolutions adopted by the Seminar participants. Four preliminary reports prepared for the Seminar, giving the background of the problem and the role of the employers and the unions in connection with it, and included in the appendix: (1) "Geographical Mobility of Manpower," by Guy Routh, (2) "Occupational Mobility of Manpower," by Claude Vimont, (3) "Role of the Employers' Organizations in Geographical and Occupational Mobility," by Walter Schlotfeldt, and (4) "Role of the Trade Unions in Connection with Geographical and Occupational Mobility," by Pierre Jeanne. Tabular data is interspersed throughout the report. (ET)

VT 004 521 ED 022 006
Sugg, Matilda R.
The Forecasting of Manpower Requirements.

Bureau of Labor Statistics (DOL), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.15
BLS-248
Pub Date - Apr63 101p.

EMPLOYMENT; *LABOR FORCE; *EMPLOYMENT PROJECTIONS; DATA ANALYSIS; *METHODOLOGY; OCCUPATIONAL SURVEYS; DEVELOPING NATIONS; SOCIAL PLANNING; BIBLIOGRAPHIES; PREDICTION; *MANPOWER UTILIZATION; EDUCATIONAL NEEDS; ECONOMIC PROGRESS; EMPLOYMENT OPPORTUNITIES

This handbook was designed to assist economists and statisticians in the economically developing countries in initiating and conducting studies for determining future manpower requirements in relation to anticipated development. It outlines a method of estimating future manpower requirements by occupation and industry and future training requirements for high-level occupations. The method is based largely on United States experience. However, modifications of the techniques used in the United States are suggested, based on a study of forecasting techniques employed in different countries. Steps in the method are: (1) Derive a rough first approximation of the future employment structure by economic activity, (2) Make a detailed analysis of each activity, (3) Modify the first approximations of future employment in accordance with the activity analysis, (4) Derive an occupational employment breakdown in each activity, in the future period, and (5) Estimate training requirements for each important occupation by analyzing the probable supply of qualified workers under existing training arrangements in comparison with estimated needs for the future period. A bibliography of materials on economic development in different countries and an international standard industrial classification of economic activities are included. (ET)

VT 004 570 ED 022 008
Manpower and Automation Research Sponsored by the Office of Manpower, Automation and Training, July 1, 1962-June 30, 1963.

Office of Manpower, Automation, and Training (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.05
Pub Date - Jun63 39p.

*MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; *RESEARCH PROJECTS; *FEDERAL PROGRAMS; GRANTS
MANPOWER DEVELOPMENT AND TRAINING ACT

Contracts and grants sponsored under the Manpower Development and Training Act of 1962, and active in fiscal year 1963 are described. Included is research on automation, mobility, manpower development and utilization, manpower requirements and resources, effect of family on unemployment, and a research information and communication conference. A list of publications prepared by the office of Manpower and Automation Research is included. (DM)

VT 004 572 ED 022 009
Manpower and Automation Research Sponsored by the Office of Manpower, Automation and Training, July 1, 1963-June 30, 1964.

Office of Manpower, Automation, and Training (DOL), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.45
Pub Date - Nov64 107p.

*MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; *RESEARCH PROJECTS; *FEDERAL PROGRAMS; GRANTS; PROJECT APPLICATIONS
MANPOWER DEVELOPMENT AND TRAINING ACT

Contracts and grants sponsored under the Manpower Development and Training Act of 1962, as amended, which were active during fiscal year 1964 are described and projects are grouped under headings of: (1) Present Requirements, (2) Future requirements, (3) Present Resources, (4) Future Resources, (5) Development of Manpower Resources--Education, (6) Development of Manpower Resources--Training, (7) Development of Manpower Resources--Utilization, (8) Nature and Conditions of Employment and Unemployment--Factors Affecting Job Finding and Placement, (9) Nature and Conditions of Employment and Unemployment-Employment, (10) Nature and Conditions of Employment and Unemployment--Unemployment, and (11) Automation. The contract number, project title, contractor, principal staff, objectives and procedures, status of project, and highlights of findings, if available, are listed for each project. Reports are indexed by contractor and subject. Appendixes contain guidelines for submission of research proposals, the availability of research reports, and a list of Office of Manpower, Automation and Training field offices. (DM)

VT 004 625 ED 020 355
Sultan, Paul; Prasow, Paul
The Skill Impact of Automation. Reprint No. 136.

California Univ., Los Angeles. Inst. of Industrial Relations
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
Institute of Industrial Relations, University of California, Los Angeles, California 90024 (copies available without charge).
Pub Date - 64 22p.

*AUTOMATION; *LABOR ECONOMICS; EMPLOYMENT; *UNEMPLOYMENT; *JOB SKILLS; IMPROVEMENT; EMPLOYMENT PATTERNS; EMPLOYMENT PROBLEMS; WORK SIMPLIFICATION; EDUCATIONAL NEEDS; VOCATIONAL RETRAINING; LABOR SUPPLY; LABOR MARKET; *PRODUCTIVITY

This sampling of collected testimony was intended to illustrate some of the dimensions of manpower problems faced even in expanding labor markets. A review of selected "structural" aspects of employment analysis gave particular attention to the impact of automation on employment when consideration was given, not to the amount of labor demanded, but to the quality of labor that must be supplied. So long as parity is preserved between the total of job opportunities and the number in the labor force, unemployment reflects the problem of matching the specific qualities of labor demand with the specific attributes of labor supply. This matching process is impeded by an acceleration in the pace of technology and a "gestation" barrier, represented by the length of time required to develop skills demanded. A second major point of the study was that automation involves not only skill-upgrading but skill-downgrading as well, since many job functions are "diluted" to adjust to changing technology. The skill impact of automation is to increase the productivity of a small number of skilled workers while decreasing the productivity of a larger number of less-skilled workers. The implications of these suggested findings were related to educational programing, wage policies, recruitment, turnover, and other aspects of manpower policy. This is a reprint from "Exploring the Dimensions of the Manpower Revolution, Volume 1 of Selected Readings in Employment and Manpower," compiled for the Subcommittee on Employment and Manpower of the Committee on Labor and Public Welfare, U.S. Senate, 1964. (ET)

VT 004 707 ED 020 359
Scientific and Technical Manpower Resources, Summary Information on Employment, Characteristics, Supply, and Training.

National Science Foundation, Washington, D.C.
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
NSF-64-28
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (NS1.2--M31/4, $1.25).
Pub Date - 65 196p.

*SCIENTISTS; *EMPLOYMENT PATTERNS; *ENGINEERS; INDIVIDUAL CHARACTERISTICS; MANPOWER UTILIZATION; SALARIES; EDUCATIONAL BACKGROUND; EMPLOYMENT TRENDS; *LABOR MARKET; *SUBPROFESSIONALS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT EXPERIENCE

The legislation establishing the National Science Foundation stipulated that it maintain a register of scientific and technical personnel and in other ways provide a central clearinghouse for information covering all scientific and technical personnel in the United States. This publication brings together information from many sources on the supply, employment, utilization, characteristics, compensation, and education of the Nation's scientific and technical manpower. It is intended to serve both as a source book and as a guide to more detailed information in the various original sources from which the data were drawn. Since comprehensive information on the health fields is provided by other federal government agencies, and information on manpower in the social science fields is very limited, these fields are treated very selectively in this report. Primary attention is given the physical sciences, the life sciences, and engineering fields. The latest available data are used throughout and, when pertinent for showing trends, statistics for earlier years are included. Over 200 tables and charts are spread throughout the volume. An appendix lists numerous organizations concerned with scientific and engineering manpower information and the kinds of data generated by these organization, a list of references, and a subject index. (ET)

VT 004 718 ED 020 361
The Hired Farm Working Force of 1966, a Statistical Report. Agricultural Economic Report No. 120.

Department of Agriculture, Washington, D.C. Agricultural Research Service
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A93.28--120, $.25).
Pub Date - Sep67 32p.

*AGRICULTURAL LABORERS; SEASONAL LABORERS; *STATISTICAL SURVEYS; *MIGRANT WORKERS; INDIVIDUAL CHARACTERISTICS; FARM LABOR SUPPLY

Information on the size and composition of the hired farm working force, and on the employment and cash earnings from farm and nonfarm wage work for 1966 is presented. The data were obtained from the annual survey conducted for the Economic Research Service by the Bureau of Census. The sample included approximately 35,000 households interviewed monthly in 357 areas in 50 states and the District of Columbia. Some findings were: (1) Nearly 2.8 million different persons (excluding persons not in the civilian noninstitutional population and foreign nationals not in the country at the time of the survey) did some work on farms for cash wages or salary in 1966, a 11.7 percent decline from the estimated hired farm workers in 1965, (2) About 74 percent of the hired farm workers were white men and boys who had a mean age of 24 years, (3) 72 percent of the estimated hired farm workers lived in nonfarm residences at the time of the survey, (4) Workers included in the survey did about 235 million man days or one-fourth of the total number of days of labor on farms, (5) Domestic migratory workers averaged 121 days at $10.80 per day with an annual earning of $1,307, and (6) Workers in the Northeast received the highest daily wage, $11.80, and those in the South received the lowest, $6.65. Sixteen statistical tables of hired farm worker data, definitions and explanations of terms, and information on sources and reliability of survey estimates are included. (WB)

VT 004 723 ED 020 365
Morrison, Richard G.
Development and Application of Techniques and Procedures for Determining Training Needs and Occupational Opportunities for Students of Vocational Agriculture Within the Baton Rouge Agri-Business Complex.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-6186, microfilm $5.75, xeroxed copy $20.30).
Pub Date - 64 432p.

*VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *EDUCATIONAL NEEDS; OCCUPATIONAL CLUSTERS; *EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL SURVEYS; INTERVIEWS; SALARIES; EMPLOYMENT STATISTICS; EMPLOYER ATTITUDES; EMPLOYMENT QUALIFICATIONS
BATON ROUGE; LOUISIANA

Data were secured by personal interview from 152 farm-based businesses to develop techniques and procedures for making a survey of nonfarm agricultural opportunities in the Baton Rouge metropolitan area. Seven major occupational families were identified in the agri-business complex. A total of 2,811 employees was categorized into nine levels of employment and 225 titles with an average of 12 people in each job title. Employees in most agricultural job titles needed training in one or more phases of agriculture. The average monthly salary was approximately $600 to $700 for professional, technical, managerial, and supervisory employees, and between $200 to $400 for clerical, sales, skilled, and semiskilled workers. A high school education was required for agri-business employees except for a few semiskilled and unskilled workers. College degrees were desirable for several employees in the higher job titles, and on-the-job training was required of most employees to advance within their job titles. Employers indicated that many employees attend inservice industry short courses or pursue advanced degrees in an agricultural college to advance to another level of employment. This Ph.D. dissertation was submitted to Louisiana State University. (WB)

VT 004 724 ED 020 366
Gardner, Harrison
Determining Competencies for Initial Employment in the Dairy Farm Equipment Business.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-1741 for $3.25 microfilm, xeroxed $11.25).
Pub Date - 64 236p.

*JOB SKILLS; DAIRYMEN; *OFF FARM AGRICULTURAL OCCUPATIONS; TEACHER ATTITUDES; EQUIPMENT; EMPLOYER ATTITUDES; EQUIPMENT MAINTENANCE; *VOCATIONAL AGRICULTURE; INSTALLATION; SALESMANSHIP
MICHIGAN

Developed within a larger and more inclusive framework, a method of identifying competencies and information essential to off-farm agriculture workers who have direct contact with farmers was demonstrated. Upon the basis of a review of literature, a list of 129 competencies believed necessary for those employed to sell, install, or maintain bulk tanks or milking systems, was prepared as a questionnaire and was completed by 11 dairy industry authorities and 88 Michigan vocational agriculture teachers. The experts indicated the value and importance of competencies, while teachers indicated which competencies had been taught during the previous year. The responses of panel members showed the effectiveness of the method for obtaining the desired information by identifying consistent clusters of competencies in the areas of farming, human relations, salesmanship, and mechanics around which educational programs could be organized. Over 60 percent of the panel members rated nearly three-fourths of the 129 competencies as valuable and indicated that over one-half of the competencies were important during initial employment, while slightly fewer than one-fourth of the competencies were important during later stages when workers install, as well as sell and maintain, equipment. Teachers indicated that few of the identified competencies were being taught. This Ph.D. thesis was submitted to Michigan State University. (JM)

VT 004 727 ED 020 369
Barwick, Ralph P.
Identification of Off-Farm Agricultural Occupations and the Education Needed for Employment in These Occupations in Delaware.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-4785, xeroxed copy $9.25, $3.00 microfilm).
Pub Date - 65 195p.

*OFF FARM AGRICULTURAL OCCUPATIONS; JOB SKILLS; *EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL CLUSTERS; *OCCUPATIONAL SURVEYS; EMPLOYMENT PROJECTIONS
DELAWARE

The purposes of the study were to: (1) identify present and emerging off-farm agricultural occupations, (2) estimate the number employed, (3) estimate the number to be employed in the future, and (4) determine competencies needed in selected occupational families. A disproportionate random sample of 267 businesses or services was drawn from a list of 2,053 businesses, services, and agencies. Data were collected by personal interviews and grouped into eight occupational families. The projected 32,776 persons employed in the 2,053 firms represented approximately 20 percent of the state's nonfarm work force. Of the 32,776, 5,050 were found to need agricultural competencies. It was estimated therefore, that 3.1 percent of the state's employed workers, excluding farmers, needed training in agriculture. Ornamental horticulture and food marketing and distribution needed the greatest number of employees with agricultural competencies. It was estimated that the number of employees needing agricultural competencies would increase by 17.7 percent during the next 5-year period, with the same occupational families having the greatest needs. This D.Ed. thesis was submitted to the Pennsylvania State University. (JM)

VT 004 745 ED 020 379
Sugg, Matilda R.
Conducting a Labor Force Survey in Developing Countries.

Bureau of Labor Statistics (DOL), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$9.25
BLS-263
Pub Date - Sep64 183p.

*LABOR FORCE; NATIONAL SURVEYS; FOREIGN COUNTRIES; *DEVELOPING NATIONS; STATISTICAL SURVEYS; *METHODOLOGY; MEASUREMENT TECHNIQUES; PLANNING; RESEARCH DESIGN; DATA COLLECTION; DATA ANALYSIS; *OCCUPATIONAL SURVEYS

Applicable to those situations where a decision has been made to conduct a labor force survey, this manual outlines and describes survey procedures with as little technical terminology as possible for all who participate with the chief statistician in the survey. Labor force concepts traditionally used in industrialized countries are modified for application to economically developing countries. The manual format follows the general order recommended for conducting a labor force survey: (1) Determine the labor force concepts and definitions applicable to the area to be surveyed, (2) Have a small technical staff lay-out plans for the survey, (3) Design the questionnaire and draw up instructions to enumerators, (4) Conduct a pretest of the questionnaire or a pilot survey, and analyze the results, (5) Design the sample, (6) Recruit personnel for the main survey, (7) Conduct initial training for the staff, (8) Complete the tabulation plans, (9) Conduct the field enumeration, (10) Process the collected data, (11) Compute the estimates, (12) Compute the sampling error of the estimates, (13) Analyze the findings, and (14) Publish a report. A list of labor force surveys in developing countries, case studies of sampling designs, sample schedules, international resolutions, excerpt from an enumerator's manual, and a bibliography are included. (ET)

VT 004 782 ED 019 478
Mondart, C.L., Sr.; Curtis, C.M.
Nonfarm Agricultural Employment in Louisiana with Implications for Developing Training Programs.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education 08
EDRS PRICE MF-$0.50 HC-$5.35 OEC-5-85-040
Vo. Ag. Ed-16 BR-5-0016
Pub Date - Jun67 105p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL SURVEYS; *EMPLOYMENT QUALIFICATIONS; AGRICULTURAL SKILLS; OCCUPATIONAL CLUSTERS
LOUISIANA

The combined results of the studies of seven metropolitan centers and 90 semi-urban and rural towns in Louisiana showed (1) the number of people employed, number needing agricultural competencies, expected number to be hired, and number of job titles, (2) characteristics of employees such as age, education, background, and salary, and (3) agricultural competencies needed to enter, continue, and advance in the firms. In 2,430 businesses and agencies surveyed, 51,719 workers were employed of which 20,025 in 1,699 job titles needed agricultural competencies. Job titles were expected to increase by 9.5 percent within 5 years. The greatest number of workers were in the occupational families (1) crops, forestry, and soil conservation, (2) farm supplies and equipment, (3) livestock and poultry and (4) agricultural services, and in the semiskilled managerial, skilled, and sales employment levels. Technician level employees ranked seventh in total number of workers and were most numerous in agricultural service. Most employers required a minimum job-entry age of 23 and a high school education for entry into the occupations, and most preferred a farm background for a majority of the positions. Other findings concerned promotion, prerequisite education, agricultural competencies, inservice training, licensing, growth, and supply. Ten recommendations concerned curriculum changes, work experience, continuing education, school responsibility for job placement and followup, and research and development. Area and other related studies are reported in VT 004 783-VT 004 787 (ARM Fall 1969). (JM)

VT 004 783 ED 019 479
Mondart, C.L., Sr., And Others
Nonfarm Agricultural Employment in Northwest Louisiana--Area I--With Implications for Developing Training Programs.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
EDRS PRICE MF-$0.50 HC-$4.60 OEC-5-85-040 08
Pub Date - Jun67 90p. BR-5-0016

*OFF FARM AGRICULTURAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL NEEDS; *OCCUPATIONAL SURVEYS; *EMPLOYMENT QUALIFICATIONS; AGRICULTURAL SKILLS; OCCUPATIONAL CLUSTERS
LOUISIANA

As part of a statewide study of agricultural occupations in Louisiana, an interview survey of 233 agricultural businesses and agencies in the 10-parish area in the northwestern section was conducted to: (1) identify and classify firms with employees needing agricultural competencies, (2) identify agricultural competencies needed for entry and advancement, and (3) identify characteristics of all job titles. The firms employed 4,847 workers of which 2,451 in 438 job titles needed agricultural competencies. An estimated 170 additional employees will be needed within 5 years. Employees were found in eight occupational families and nine employment levels. Over 78 percent of the job titles were found in the occupational families: (1) farm supplies and equipment, (2) livestock and poultry, (3) crops, forestry, and soil conservation, and (4) farm service. The mean minimum age for job entry was 22. Employers wanted employees with at least a high school education, and more than 18 percent preferred some college training. A farm background was preferred in 64 percent of the jobs. The professional, managerial, supervisory, and sales employment levels generally required broad agricultural training with concentration in a specific area. On-the-job training and industry schools were the most common means of supplying continuing education. Recommendations concerned needed curriculum changes, materials evaluation, and the use of vocational resources. The survey instrument, a list of towns and businesses surveyed, and a list of workers in each are included. Other area surveys and related studies are available as VT 004 782-VT 004 787 (ARM Fall 1969). (JM)

VT 004 784 ED 019 480
Mondart, C.L., Sr., And Others
Nonfarm Agricultural Employment in Northeast Louisiana--Area II--With Implications for Developing Training Programs.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
EDRS PRICE MF-$0.50 HC-$4.90 OEC-5-85-040 08
Pub Date - Jun67 96p. BR-5-0016

*OFF FARM AGRICULTURAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL NEEDS; *OCCUPATIONAL SURVEYS; *EMPLOYMENT QUALIFICATIONS; AGRICULTURAL SKILLS; OCCUPATIONAL CLUSTERS
LOUISIANA

As part of a statewide study of nonfarm agricultural occupations in Louisiana, 480 firms in 14 parishes were surveyed to determine the number of employees the agricultural competencies needed, and job characteristics. Of the 6,087 employees, 3,119 needed agricultural competencies in 597 different job titles. Nearly 60 percent of the employees were in crops, forestry, and soil conservation. A 12.5 percent increase in employment of workers with agricultural competencies was expected within 5 years. The most significant increase is expected in farm machinery sales and service. More people were employed at the semiskilled level than at any other. Employers preferred that (1) 83.5 percent of the employees have at least a high school education, (2) 8.8 percent have some college, (3) 12.4 percent have completed college, and (4) 37.5 percent have a bachelor of science degree or more. Employers also preferred a farm residential background for 54.8 percent of the employees. The greatest need for employee familiarity with agricultural subjects was in the managerial, supervisory, sales, and skilled levels. Other findings concern occupational families, employment levels, age, salary, educational requirements, residential background, and employment experience. Fourteen recommendations suggested curriculum content. The survey instrument, a list of businesses interviewed, and a list of job titles with number of workers in each are included. Other parts of the statewide study are available as VT 004 782-VT 004 78 (ARM Fall 1969). (JM)

VT 004 785 ED 019 481
Mondart, C.L., Sr., And Others
Nonfarm Agricultural Employment in Southwest Louisiana--Area III--with implications for Developing Training Programs.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Education
EDRS PRICE MF-$0.50 HC-$5.25 OEC-5-85-040 08
Vo. Ag. Ed.-19. BR-5-0016
Pub Date - Jun67 103p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL NEEDS; *OCCUPATIONAL SURVEYS; *EMPLOYMENT QUALIFICATIONS; AGRICULTURAL SKILLS; OCCUPATIONAL CLUSTERS
LOUISIANA

As part of a statewide study of nonfarm agricultural occupations in Louisiana, a total of 443 firms and agencies in 12 parishes (excluding two metropolitan areas) were surveyed to determine the (1) number of employees according to job titles, (2) agricultural competencies needed, (3) characteristics and requirements of jobs, and (4) trends in occupational opportunities. Of the 6,889 employees, 3,088 in 503 different job titles needed agricultural competencies. An additional 328 agricultural employees would be needed within 5 years. The occupational families having the largest number of workers were (1) crops, forestry, and soil conservation, (2) farm machinery sales and service, (3) farm supplies and equipment, and (4) livestock and poultry. Salaries were related to training, experience, and responsibility. A minimum of a high school education was required for 88.6 percent of the replacement workers, but nearly 15 percent of the total agricultural workers were required to have a college degree or some college training. Farm background was preferred in 51.7 percent of worker cases. Generally, all workers above the semiskilled level of employment needed a fairly broad knowledge of agricultural subject matter. It was recommended that training include experiences in basic agricultural production processes, in the specialized knowledge and skill involved in a job title or cluster of titles, and at the pre-job level under practical working conditions. Other findings concern residential background, employment experience, competencies, and training. A bibliography, the survey instruments, a list of businesses surveyed, and a list of job titles in eight occupational families are included. Other parts of the statewide study are available as VT 004 782-VT 004 786 (ARM Fall 1969). (JM)

VT 004 786 ED 019 482
Mondart, C.L., Sr., And Others
Nonfarm Agricultural Employment in Southeast Louisiana--Area IV--With Implications for Developing Training Programs.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
EDRS PRICE MF-$0.50 HC-$4.30 OEC-5-85-040 08
BR-5-0016
Pub Date - Jun67 84p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL NEEDS; *OCCUPATIONAL SURVEYS; *EMPLOYMENT QUALIFICATIONS; AGRICULTURAL SKILLS; OCCUPATIONAL CLUSTERS
LOUISIANA

As part of a statewide study of agricultural occupations in Louisiana, an interview survey of 207 farm-based firms in the southeastern area, excluding Baton Rouge and New Orleans, was conducted to determine: (1) the identity of businesses and organizations having employees who needed agricultural competencies, (2) information about jobs, and (3) agricultural training associated with jobs. Of 207 firms in the area, two-thirds were in three occupational families--farm supplies and equipment, livestock and poultry, and agricultural service. The firms employed 3,596 workers of which 2,280 in 369 different job titles needed agricultural competencies. A 14 percent increase in employees was expected within 5 years. The majority of workers, 56 percent, was found in unskilled, semiskilled, and skilled employment levels. The average job entry age acceptable by employers was 23. Employers expected a high school education of new employees, and at the professional level, required a degree. They preferred prospective employees to have a farm background. Formal training generally required included basic processes in production agriculture plus some specialized training just prior to employment. Generally all workers were required to engage in training programs to effect job tenure and advancement. Recommendations concerned the availability of occupational information for rural youth, career counseling, broadened vocational agriculture programs, and pre-job work experiences. (JM)

VT 004 787 ED 019 483
Mondart, C.L., Jr., And Others
Selected Job Title Descriptions for Nonfarm Agricultural Jobs in Louisiana.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
EDRS PRICE MF-$0.75 HC-$6.55 OEC-5-85-040 08
Vo. Ag. Ed. 21 BR-5-0016
Pub Date - Jun67 129p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *OCCUPATIONAL INFORMATION; OCCUPATIONAL CLUSTERS; JOB SKILLS; SALARIES; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT QUALIFICATIONS
LOUISIANA

Job information, presented for use by high school counselors, was derived from a statewide study of nonfarm agricultural occupations which revealed that 20,025 Louisiana workers in 1,699 job titles were doing work demanding some specialized training in agriculture. Information includes a description, employee qualifications, employment opportunities, salary and promotions, and additional information for each of the most common job titles classified under the occupational families: (1) Farm Machinery Sales and Service, (2) Farm Supplies and Equipment, (3) Livestock and Poultry, (4) Crops, Forestry, and Soil Conservation, (5) Ornamental Horticulture, (6) Wildlife and Recreation, (7) Farm Service, and (8) Agricultural Service. The jobs described are representative of the levels of employment--professional, technical, managerial, supervisory, sales, office, skilled, semiskilled, and unskilled. The 1699 job titles, listed according to occupational family and employment level, and a bibliography are included. Related area study reports are VT 004 782-VT 004 786 (ARM Fall 1969). (JM)

VT 004 790 ED 020 383
Health Manpower 1966-75, A Study of Requirements and Supply. Report No. 323.

Bureau of Labor Statistics (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.70
Pub Date - Jun67 52p.

*HEALTH OCCUPATIONS; *MANPOWER NEEDS; EMPLOYMENT STATISTICS; EDUCATIONAL PROGRAMS; *EMPLOYMENT PROJECTIONS; EMPLOYMENT OPPORTUNITIES; LABOR MARKET

Population growth, increasing ability of individuals to pay for health care, and the growing ability of health professions to provide more and better services are basic to the following projections of increased need: (1) health personnel within the health industry, from 3.7 to 5.35 million, and outside the industry, from 400,000 to 500,000, (2) physicians, from more than 290,000 to 390,000, (3) dentists, from 97,500 to 125,000, (4) optometrists, from 17,000 to 20,000, (5) podiatrists, from 8,000 to 9,600, (6) registered nurses, from 620,000 to 860,000, (7) licensed practical nurses, from 300,000 to 465,000, (8) aids, orderlies, and attendants, from 700,000 to nearly 1.1 million, (9) occupational therapists, from 6,500 to 16,500, (10) physical therapists, from 12,500 to 27,000, (11) medical technologists, from 40,000 to 75,000, (12) medical laboratory assistants, from 50,000 to 100,000, (13) pharmacists, from 120,000 to 126,000, (14) dieticians, from 30,000 to nearly 38,000, (15) x-ray technicians from 72,000 to 100,000, and (16) medical record librarians, from 12,000 to 18,000. The percent increase in 1966 training which will be required to meet 1975 needs ranges from 15 percent for pharmacists to 165 percent for podiatrists and occupational therapists. Congress has taken action to meet the growing need for health workers through recent legislation, but additional action is necessary. Employment information for each health occupation and a selected bibliography relating to health manpower are included. (JK)

VT 004 819 ED 020 384
History of Employment and Manpower Policy in the United States. Parts I and II, Depression Experience, Proposals, and Programs. Selected Readings in Employment and Manpower, Volume 5.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare
EDRS PRICE MF-$1.75 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y4L11/2--EM7/7/V.5, $1.25).
Pub Date - 65 474p.

*HISTORICAL REVIEWS; *MANPOWER UTILIZATION; *UNEMPLOYMENT; MANPOWER DEVELOPMENT; *FEDERAL PROGRAMS; *ECONOMIC DISADVANTAGEMENT; TECHNOLOGICAL ADVANCEMENT; EMPLOYMENT PROGRAMS; UNEMPLOYMENT INSURANCE; EMPLOYMENT SERVICES

The selected readings were compiled to provide subcommittee members with a broad background of developments leading to the Employment Act of 1946 and with appraisals of its adequacy and effectiveness. Material in this volume spans the late 1920's and the great depression. Parts III and IV (VT 004 820) continue the historical background and review. Representative selections of Part I, which deals with the crash and depression, are: (1) "Recent Employment Movements" by S.H. Slichter, (2) "Black Depression" by F.L. Allen, (3) "Business Looks at Unemployment" by J.H. Barnes, (4) "Causes of World Depression" by J.M. Keynes, and (5) "Job Hunters" by Bakke. Representative selections from Part II, which deals with depression programs and proposals, are: (1) "From 1921 Forward" by E.E. Hunt, (2) "The Senate Takes Stock" by J. Couyens, (3) Statement by President Herbert Hoover, March 7, 1930, (4) "A 5-Year Plan for America" by C.A. Beard, (5) "The Case for Federal Relief" by G. Pinchot, (6) "Unemployment Insurance, An American Plan to Protect Workers and Avoid the Dole" by F. Perkins, (7) "Unemployment and Recovery" by E.E. Wilte, (8) "Safeguards Against Depression--An Analysis of Depression Cures" by S.H. Slichter, (9) "Unemployment in the United States, 1930-40" by P. Webbink, and (10) "The Sick World of John Maynard Keynes" by R.L. Heilbroner. (MM)

VT 004 820 ED 020 385
History of Employment and Manpower Policy in the United States. Parts III and IV, Looking Ahead to the Postwar Economy and the Concept of Full Employment in Congress. Selected Readings in Employment and Manpower, Volume 6.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare
EDRS PRICE MF-$1.75 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y4L11/2--EM7/7/V.6, for $1.25).
Pub Date - 65 455p.

*HISTORICAL REVIEWS; *MANPOWER UTILIZATION; UNEMPLOYMENT; PUBLIC POLICY; *EMPLOYMENT; MANPOWER DEVELOPMENT; *FEDERAL LEGISLATION; SOCIAL PLANNING

The selected readings were compiled to provide subcommittee members with a broad background of developments leading to the Employment Act of 1946 and are concerned with the formulation of U.S. employment policies following World War II. Parts I and II (VT 004 819) provide the historical background from the late 1920's through the great depression. Representative selections of Part III, which deals with the postwar economy, are: (1) "Full Employment After the War" by G. Soule, (2) "Postwar Boom or Collapse" by S. Slichter, (3) "After the War--Full Employment" by A.H. Hansen, and (4) "How to Achieve Full and Stable Employment" by M.A. Copeland. Representative selections of Part IV, which covers the passage of the Act, are: (1) "Full Employment Act of 1945" introduced by Murray, (2) "Five Views on the Murray Full Employment Bill" by Hansen, Harris, Haberler, Slichter, and McNair, (3) "Summary of Federal Agency Reports on Full Employment Bill" Senate Committee, 1945, (4) "Assuring Full Employment in a Free Competitive Economy, Senate Report 583, 79th Congress," by Wagner and Radcliff, and (5) "Conference and Compromise" by S.K. Bailey. An extensive bibliography on full employment is included. (MM)

VT 005 772 ED 022 904
Horowitz, Morris A., And Others
Manpower Requirements for Planning; An International Comparison Approach. Volume II, Statistical Tables.

Northeastern Univ., Boston, Mass. Dept. of Economics
EDRS PRICE MF-$1.25 HC-$16.75
Pub Date - Dec66 333p.

*TABLES (DATA); *FOREIGN COUNTRIES; *EMPLOYMENT STATISTICS; *LABOR FORCE; OCCUPATIONAL CLUSTERS; OCCUPATIONS; *EDUCATIONAL NEEDS

Three sets of tables are included in this volume which supplements VT 005 773 (ARM Fall 1969). The first covers 19 countries and gives the occupational composition of industries per 1,000 persons engaged. These tables involve over 200 occupations and 50 industries. Two sets of data for different census years are given for seven countries. The second set of tables gives the occupational composition of selected countries for 52 industrial groups. In each of these tables the countries are ranked according to a measure of productivity, usually value added in dollars per person engaged. The third set of tables presents type and level of education by occupation for 15 countries. (EM)

VT 005 773 ED 023 838
Horowitz, Morris A., And Others
Manpower Requirements for Planning; An International Comparison Approach. Volume I.

Northeastern Univ., Boston, Mass. Dept. of Economics
EDRS PRICE MF-$0.75 HC-$6.90
Pub Date - Dec66 136p.

*COMPARATIVE ANALYSIS; *FOREIGN COUNTRIES; *EMPLOYMENT STATISTICS; *MANPOWER NEEDS; *LABOR FORCE; EMPLOYMENT PROJECTIONS; OCCUPATIONAL CLUSTERS; OCCUPATIONS; CODIFICATION

The purposes of this study were to collect and analyze manpower and production data from 19 countries and to test the relationship between the occupational composition of an industry and the production of that industry. Volume I presents the research methodology, explains the correlations which were used, describes the data and its collection difficulties, and makes an explanation of the occupational and industrial classification systems. A how-to-do-it manual describing the steps necessary to make manpower requirement projections from the given data is included. The appendixes include: (1) 26 summary tables giving the occupational composition of industrial sectors for 19 countries, (2) cross indexes for industry tities and occupatial titles of the International Manpower Study and the International Standard Industrial Classification, and (3) the authors' standard industrial code used in this study. Data tables from the study are available in Volume II (VT 005 772 in ARM Fall 1969). (EM)

VT 005 795 ED 022 906
Statements Relating to the Impact of Technological Change. Technology and the American Economy, Appendix Volume VI.

National Commission on Technology, Automation and Economic Progress, Washington, D.C.
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y3.T22--2T22/App/Vol VI, $1.50).
Pub Date - Feb66 242p.

*TECHNOLOGICAL ADVANCEMENT; *LABOR UNIONS; *BUSINESS; *INDUSTRY; INSURANCE COMPANIES; *AUTOMATION; EMPLOYMENT; STEEL INDUSTRY; MANUFACTURING INDUSTRY; TELEPHONE COMMUNICATIONS INDUSTRY; PUBLIC POLICY; ECONOMIC DISADVANTAGEMENT; UNEMPLOYMENT

Forty-seven statements by industrial and business spokesmen, union and association representatives, and professors concern the broad impact of technological change on individuals, establishments, and society in general. Some of the longer presentations are: (1) "The Poverty and Unemployment Crisis," by Walter Buckingham, (2) "Technological Change--Past and Present," by Clyde E. Dankert, (3) "Automation--Its Impact on Employment and Unemployment," by the General Electric Company, (4) "Automation--A Position Paper," by the International Chemical Workers Union, (5) "Role and Pace of Technological Change," by the Metropolitan Life Insurance Company, (6) "The Impact of Automation on American Unionism and Its Possible Consequences," by Julius Rezler, and (7) "Automation--Promise and Problems," by the United Mine Workers of America. Other appendixes to VT 003 962 are VT 003 960, VT 003 961, and VT 005 794-VT 005 797 (ARM Fall 1969). (EM)

VT 005 796 ED 022 907
Adjusting to Change. Technology and the American Economy, Appendix Volume III.

National Commission on Technology, Automation and Economic Progress, Washington, D.C.
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS.
Superintendent of Dpcuments, U.S. Government Printing Office, Washington, D.C. 20402 (Y3.T22--2T22/App./Vol III, $1.75).
Pub Date - Feb66 259p.

*FEDERAL GOVERNMENT; EMPLOYMENT PROJECTIONS; ELEMENTARY EDUCATION; VOCATIONAL EDUCATION; MINIMUM WAGE; LABOR FORCE; UNSKILLED LABOR; *POVERTY PROGRAMS; ECONOMICALLY DISADVANTAGED; WELFARE PROBLEMS; INDIVIDUAL CHARACTERISTICS; TECHNOLOGICAL ADVANCEMENT; NEGROES; AUTOMATION; *MANPOWER DEVELOPMENT; COMPARATIVE ANALYSIS; PROGRAM DESCRIPTIONS; *EMPLOYMENT PROBLEMS; *TECHNOLOGY; SYSTEMS ANALYSIS
EUROPE

Seven studies dealing with adjustment to technological change which were done by independent experts are presented. "Programs in Aid of the Poor," by Sar A. Levitan assesses the state of social insurance, public assistance, the poverty program and other assistance to the poor and compares them to current proposals as the negative income tax. "Manpower Adjustments to Automation and Technological Change in Western Europe," by Jack Steiber compares programs in Western Europe and the United States which were designed to aid displaced workers. "Technology and the Negro," by Mahlon Puryear, examines the problems of Negroes due to technological developments. "The Uses of System Analysis in Manpower Adjustment," by Evelyn Murphy and Gary Stonebraker, reports a pilot project on the use of the computer to analyze the adjustment process in the labor market. "The Role of the Federal Government in Technological Forecasting," by Donald Schon, surveys the art of manpower projections and the needs of projection users. "The Effects of Wages on the Relative Employment of Unskilled Labor," by Malcolm S. Cohen, examines questions relative to the effects of minimum wages on unskilled employment. Nat Weinberg made a proposal for the "Use of Investment Tax Credit to Facilitate Adjustment." Other appendixes to VT 003 962 are VT 003 960, VT 003 961 and VT 005 794-VT 005 797 (ARM Fall 1969). (EM)

VT 005 832 ED 028 244
Feasibility Study of Problems in the Collection of Data on Job Vacancies.

Illinois State Dept. of Labor, Chicago. Bureau of Employment Security
EDRS PRICE MF-$0.25 HC-$1.45
Pub Date - Mar64 27p.

*FEASIBILITY STUDIES; *EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL SURVEYS; QUESTIONNAIRES; *DATA COLLECTION; *RESEARCH METHODOLOGY; RESEARCH PROBLEMS
JOB VACANCIES

Sixty-two firms within 20 industries were surveyed to determine: (1) a definition for the term "job vacancy," (2) the extent of job vacancy records of employers, (3) the possibility of data collection on job vacancies, and (4) the problems expected to be encountered in such a collection. After stratification of an industry by the relative size of the firm's work force, samples were chosen randomly from each class of firms. Each interviewer was assigned to interview only three firms, all within an industry with which he was acquainted. A 1-day training session of interviewers explained the background and purposes of the study. The questionnaires were tabulated by relative size of firm and by industry. Employer schedules which had been left with cooperating employers, were separated, and those with job vacancies were tabulated with assigned occupational codes. Conclusions of a lack of universal interest in job vacancy records and a number of uncertainties which could effect a job vacancy program, led to the recommendation that other means be explored before collection of these data from employers be undertaken. (MU)

VT 006 278 ED 022 050
Indiana's Need for Assistants in Veterinary Medical Practice.

Purdue Univ., Lafayette. Office of Manpower Studies
EDRS PRICE MF-$0.25 HC-$1.85
Manpower Report No. 68-2
Office of Manpower Studies, Purdue University, Lafayette, Indiana 47907 ($1.50).
Pub Date - 14May68 35p.

*AGRICULTURAL EDUCATION; *VETERINARY ASSISTANTS; *TECHNICAL EDUCATION; *VETERINARY MEDICINE; *EDUCATIONAL NEEDS; ANIMAL SCIENCE; POST SECONDARY EDUCATION
INDIANA

The need for technicians and attendants in veterinary medicine was examined to determine the necessity of implementing training programs. Returns from 215 licensed veterinarians were obtained from the 692 surveyed. Some findings were: (1) The largest number of job vacancies were reported for animal technician graduates at the associate degree level, (2) The second largest number of job vacancies were reported for small animal hospital attendants, (3) Salaries reported for animal technicians were low, and (4) There was strong support for licensing and registering animal technicians. Recommendations included: (1) the formal establishment and recognition of the occupational titles and descriptions for animal technicians and small animal hospital attendants, (2) implementation of a system of certifying, registering, or licensing qualified animal technicians, and (3) development of educational and training program curricula based on national guides, standards, and objectives, and (4) that veterinarians be advised of salaries received by comparable level technicians. (DM)

VT 006 291 ED 021 150
State-wide computerized Model for Determining Occupational Opportunities in Nebraska.

Nebraska Research and Coordinating Unit, Lincoln
EDRS PRICE MF-$0.25 HC-$1.00
Pub Date - Jul68 18p.

*VOCATIONAL EDUCATION; *OCCUPATIONAL CLUSTERS; *EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL SURVEYS; AGRICULTURAL EDUCATION; HEALTH EDUCATION; DISTRIBUTIVE EDUCATION; TRADE AND INDUSTRIAL EDUCATION; OCCUPATIONAL HOME ECONOMICS; BUSINESS EDUCATION; *EMPLOYMENT PROJECTIONS; EMPLOYMENT STATISTICS; MODELS; EDUCATIONAL PLANNING; EMPLOYMENT TRENDS; LABOR MARKET; *EMPLOYMENT LEVEL
NEBRASKA

The need for occupational education programs was ascertained by designing a model for statewide assessment of employment opportunities. A list of 63,125 Nebraska employers was developed in cooperation with the State Tax Commissioner, Internal Revenue Service, and the State Department of Labor. Questionnaires consisting of 174 job clusters were mailed to a 3 percent random sample of 1,894 firms to determine the number of people presently employed by occupational grouping, the number of employees needed in each occupational group during the next year, and the employment needs for each occupational grouping in the next 3 years. The questionnaire yielded a 40 percent response and data from non-respondents were obtained by personal interview. Self-employed persons hiring no employees were not included in the sample population. However, the farmer and rancher group were estimated from Nebraska Agricultural Statistics. The employment data were projected by computer to reflect statewide employment opportunities in each of the 174 job groups. Current employment in Nebraska was estimated to be 653,990 and percentage distributions by occupational groups were: (1) agricultural, 20.4, (2) distributive, 22.5, (3) health, 3.9, (4) wage earning home economics, .8, (5) business, 16.3, (6) trade and industrial, 29.6, and (7) other, 6.5. Findings indicated 42.8 percent of all new employees in the next 3 years will be needed in the trade and industrial occupations area. Further study was recommended to determine job descriptions, curriculum needs, net employment opportunities (corrected for migration), and starting wages. (DM)

VT 006 371 ED 022 916
A Proposed System for Reporting Job Placement Follow-Through Data.

California State Dept. of Education, Sacramento. Bureau of Industrial Education
EDRS PRICE MF-$0.25 HC-$2.15
Pub Date - 68 41p.

*VOCATIONAL FOLLOWUP; *PROGRAM PLANNING; *INDUSTRIAL EDUCATION; PROGRAM EVALUATION; JOB PLACEMENT; RECORDS (FORMS); ELECTRONIC DATA PROCESSING; *INFORMATION SYSTEMS; JUNIOR COLLEGES
CALIFORNIA

A model was prepared for an information storage and retrieval system for reporting job placement follow-through data for persons trained in industrial education programs in the state public schools. Recommendations for application of the model are made on the statewide basis to serve the information needs of local, state, and federal industrial education agencies. New forms are recommended using standardized codes and reporting procedures to provide data of job placements for required reports. The prescored card was selected for the questionnaire instrument with responses read directly by various electronic data processing techniques. The registration forms and the in-class follow-through forms are completed by all industrial students while in school. The out-of-class follow-through form is mailed to students after they leave school. Samples of the forms are included in this report. From the data collected many types of directories could be compiled, estimates could be made of when the students in any particular training program would be ready for employment, the students' major could be identified, individual dropouts could be identified early, and job placements could be accounted for, thereby evaluating certain industrial education programs and classes. The system may stand alone, operate in conjunction with other projects, or become a part of a larger information storage and retrieval system. (MM)

VT 007 240
Northrup, Herbert R., Ed.; Rowan, Richard L., Ed.
The Negro and Employment Opportunity. Problems and Practices.

Michigan Univ., Ann Arbor. Bureau of Industrial Relations
MF AVAILABLE IN VT-ERIC SET.
Bureau of Industrial Relations, Graduate School of Business Administration, University of Michigan, Ann Arbor, Michigan 48104 ($8.50).
Pub Date - 65 404p.

UNEMPLOYMENT; NEGROES; EQUAL OPPORTUNITIES (JOBS); UNIONS; MANAGEMENT; DROPOUTS; VOCATIONAL EDUCATION; *EMPLOYMENT OPPORTUNITIES; COMMUNITY PROGRAMS; *EMPLOYMENT PROGRAMS; *EMPLOYMENT PROBLEMS; NEGRO LEADERSHIP; EMPLOYMENT PATTERNS; *PERSONNEL INTEGRATION; LABOR LAWS; CIVIL RIGHTS LEGISLATION; *NEGRO EMPLOYMENT

This book developed from a conference held in November 1964 under the sponsorship of the Labor Relations Council of the Wharton School of Finance and Commerce of the University of Pennsylvania, in which leading scholars were brought together with representatives of companies that had worked toward integration over a long period. Twenty-eight papers include conference presentations and additional contributions which were secured for comprehensiveness. Sections of the book discuss: (1) general job problems of Negroes, (2) two views of equal rights and equal opportunity legislation, (3) approaches to equal opportunity at the company level with reports from six major companies, (4) union policies and programs in terms of opportunity for Negroes, (5) community approaches, including the reports of a survey of Chamber of Commerce associations in the East, South and Midwest, as well as reports of employment studies and programs in three states, (6) minority group employment problems in major cities, with reports of programs for dropouts, and (7) business and professional jobs and Negro leadership. (JK)

VT 007 281
Grames, Wayne, And Others
Paramedical and Allied Health Service Occupations in Montana; A Survey of the Occupations, Manpower Requirements, and Training Needs Essential to the Support of General Health Services in the State of Montana.

Montana Occupational Research Coordinating Unit, Helena
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep68 41p.

*MANPOWER NEEDS; EMPLOYMENT STATISTICS; *EMPLOYMENT PROJECTIONS; *OCCUPATIONAL SURVEYS; HOSPITALS; NURSING HOMES; *HEALTH SERVICES; HEALTH OCCUPATIONS EDUCATION; HEALTH PERSONNEL; *EDUCATIONAL NEEDS; EDUCATIONAL PLANNING; QUESTIONNAIRES; OCCUPATIONAL INFORMATION
MONTANA

To obtain data regarding numbers of employees, vacancies, projected replacements, and projected new hirings, a list of 52 basic health occupations was compiled and given job titles, excluding physicians, dentists, osteopaths, chiropracters, optometrists, registered nurses, and medical administrators. Based on these, questionnaires on employment data were formulated and mailed to health agencies, physicians, and dentists in Montana. Responses included 41 percent of the 73 hospitals, 39 percent of the 79 nursing homes, 18 percent of 43 medical clinics, 4 percent of 555 physicians, and 8 percent of 346 dentists. (Only a 10 percent representative sampling was attempted for physicians and dentists). Percentages were extended to 100 percent in all occupations to achieve state-wide total requirements. The survey indicated that 1,444 nurse's aides, 694 licensed practical nurses, 276 receptionists, and 242 food service helpers need to be trained by 1973. The report points out that needs listed for all of the 52 job classifications appear conservative in view of the estimated expansion plans of hospitals and nursing homes, and normal job attrition. (JK)

VT 007 627 ED 027 395
Harkness, James P., And Others
A Manpower Study of Technical Personnel in Hospital Clinical Laboratories. Final Report.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.25 MDTA 26-64
Pub Date - Oct68 103p.

*OCCUPATIONAL SURVEYS; *EVALUATION; LABORATORY TECHNIQUES; MEDICAL TECHNOLOGISTS; *LABORATORIES; MEDICAL LABORATORY ASSISTANTS; PATHOLOGY; *HOSPITALS; INDIVIDUAL CHARACTERISTICS; AUTOMATION; QUESTIONNAIRES; *PERSONNEL EVALUATION; MEDICAL EVALUATION; CLINICAL DIAGNOSIS; EVALUATION CRITERIA; PERFORMANCE CRITERIA; QUALITY CONTROL
NORTH CAROLINA

As one of the efforts related to closing the gap between the growing demands for clinical laboratory workers and the supply of well-trained workers, the volume and quality of laboratory procedures and the general characteristics of workers in North Carolina hospitals were studied. Approaches to the study included tests on "unknowns" by laboratory workers, interviews and questionnaires. Some findings were: (1) Hospital laboratories perform approximately the same ratio of tests per bed and have approximately the same ratio of workers per bed regardless of other factors, (2) As hospital size increases, so does the quality of work, (3) The areas of laboratory work most easily automated make up seven-eighths of the total output, (4) Workers trained in schools certified by the American Society of Clinical Pathologists, those trained in commercial schools, and those with on-the-job training only were almost equally represented, and (5) About half of all workers had had 5 years or more of experience but most earned less than $5,000 annually. Recommendations include: (1) more effective supervision by pathologists, (2) evaluation of laboratories by educationally oriented organizations, (3) regional laboratories to make automation feasible, and (4) patient admitting practices appropriate to the capabilities of hospital laboratories. (JK)

VT 007 965
Webb, Earl S.
Opportunities and Requirements for Entry into the Agricultural Machinery Mechanics Trade. Summary.

Texas A and M University, College Station. Dept. of Agricultural Education
Texas Occupational Research Coordinating Unit, Austin
Texas Education Agency, Austin
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan69 22p.

*EDUCATIONAL NEEDS; *AGRICULTURAL MACHINERY OCCUPATIONS; *FARM MECHANICS (OCCUPATION); *VOCATIONAL AGRICULTURE; *OCCUPATIONAL INFORMATION; INTERPERSONAL RELATIONSHIP; JOB SKILLS; EMPLOYMENT OPPORTUNITIES
TEXAS

Data about the farm machinery mechanics trade were obtained from 51 managers of farm machinery dealerships to: (1) determine the content that should be included in courses of study designed to train persons to enter the occupation, and (2) obtain information about the occupation that would be useful to persons considering the trade as an occupational goal. All data were collected by teachers of vocational agriculture utilizing the personal interview technique. Some major conclusions were: (1) A critical shortage of farm machinery service and repair mechanics exists in Texas, and (2) Employers are more concerned about the personal attributes of a beginning mechanic than about the level of knowledge and skills development. It was recommended that: (1) concerted efforts be made to encourage young men to select a career in the mechanics trade, (2) persons selected to be trained as mechanics demonstrate the aptitude to become competent, (3) efforts be made jointly by educators, industry and other groups to expand mechanics training programs, (4) programs for training mechanics be staffed with persons who have trade competence, and (5) courses of study include experiences designed to develop the personal attributes needed by competent mechanics. The complete research report for this study is announced as VT 007 966 (ARM Fall 1969). (DM)

VT 007 966 ED 027 430
Webb, Earl S.
Opportunities and Requirements for Entry into the Agricultural Machinery Mechanics Trade. Final Report.

Texas A and M Univ., College Station. Dept. of Agricultural Education
Occupational Research Coordinating Unit, Austin
Texas Education Agency, Austin
EDRS PRICE MF-$0.50 HC-$6.30
Pub Date - Jan69 124p.

*EDUCATIONAL NEEDS; *AGRICULTURAL MACHINERY OCCUPATIONS; *FARM MECHANICS (OCCUPATION); *VOCATIONAL AGRICULTURE; *OCCUPATIONAL INFORMATION; INTERPERSONAL RELATIONSHIP; JOB SKILLS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT QUALIFICATIONS; ENTRY WORKERS
TEXAS

Data about the farm machinery mechanics trade were obtained from 51 managers of farm machinery dealerships in Texas to determine the content that should be included in courses of study designed to train persons to enter the occupation, and to obtain information about the occupation that would be useful to persons considering the trade as an occupational goal. All data were collected by teachers of vocational agriculture utilizing the personal interview technique. Some major conclusions were: (1) concerted efforts be made to encourage young men to select a career in the mechanics trade, (2) persons selected to be trained as mechanics demonstrate the aptitude to become competent, (3) efforts be made jointly by educators, industry and other groups to expand mechanics training programs, (4) programs for training mechanics be staffed with persons who have trade competence, and (5) courses of study include experience designed to develop the personal attributes needed by competent mechanics. (DM)

EVALUATION
AND MEASUREMENTS
SECTION

VT 002 091 ED 024 758
Nelson, Lloyd P., Ed.; Sargent, William T., Ed.
Evaluation Guidelines for Contemporary Industrial Arts Programs. 16th Yearbook of the American Council on Industrial Arts Teacher Education.

American Council on Industrial Arts Teacher Education, Washington, D.C.
Ball State Univ., Muncie, Ind. Dept. of Industrial Education and Technology
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
McNight and McNight Publishing Company, Route 66 and Towanda Avenue, Bloomington, Illinois 61701 ($6.60).
Pub Date - 67 120p.

*GUIDELINES; *PROGRAM EVALUATION; *INDUSTRIAL ARTS; STUDENT EVALUATION; CURRICULUM EVALUATION; TEACHER EVAUATION; EVALUATION CRITERIA; EDUCATIONAL RESOURCES

Under the assumption that evaluation must involve the teacher in an introspective process so as to develop the habit of continuous improvement, guidelines which give direction to industrial arts program evaluation were developed. These are intended for use by industrial arts teachers and by preservice teacher education students. Major chapters are: (1) Contemporary Approaches to Teaching the Industrial Arts, (2) Contemporary Industrial Arts Activities, (3) Contemporary Industrial Arts Resources, (4) Contemporary Industrial Arts Facilities, (5) Contemporary Industrial Arts and Teacher Effectiveness, (6) Implications for Student Growth, and (7) The Functional Evaluating Team. Each chapter gives study questions and references. (EM)

VT 002 700 ED 020 316
Indik, Bernard P.
The Motivation to Work. Special Supplement to "The Selection of Trainees Under MDTA."

Rutgers, The State Univ., New Brunswick, N.J. Inst. of Labor Relations
EDRS PRICE MF-$0.50 HC-$4.00
Pub Date - 66 78p.

*MOTIVATION; *WORK ATTITUDES; INDIVIDUAL CHARACTERISTICS; *EMPLOYEES; *UNEMPLOYED; VOCATIONAL EDUCATION; *MEASUREMENT TECHNIQUES
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The purpose of this study was to build a set of measures which would provide insight into people's "motivation to work." A systematic 10 percent sample, 1,958 persons, was drawn from the registered population of the Newark Employment Service in late 1964. A sample of 500 persons, classified into eight categories on the basis of a previous Manpower and Development Training Act (MDTA) study (VT 002 654 in ARM spring 1968), was interviewed by use of six instruments developed for this study which measured (1) motive to work, (2) expectancy to work, (3) incentive to work, (4) motive to avoid work, (5) expectancy to avoid work, and (6) incentive to avoid work. Scores from the first three instruments were multiplied to form a mathematical product, "motivation to work," and scores from the second three instruments were multiplied to form a mathematical product, "motivation to avoid work." The difference between these mathematical products was "residual behavior-potential to work."Some findings were: (1) Among those who had completed MDTA training, there were lower proportions of individuals with high motive to work and higher proportions with high motive to avoid work, (2) The employed tended to score relatively high on motive to work and expectancy to work, and low on motive to avoid work, expectancy to avoid work, and incentive to avoid work, and relatively low on incentive to work. It was concluded that the behavior-potential to work measure did show significant relationships, though of small size, with those variables which common sense suggests are related to motivation to work, and that positive and negative relationships ran in the expected direction. A sample instrument and a description of the study sample are included. (EM)

VT 005 597
Comparative Study of High School Graduates from 1-Year, Full Day and 2-Year, Half Day Vocational Programs in Suffolk County, N.Y.; A Review of Problems and Results of an Area School Innovative Program 1965-67.

New York State Education Dept., Albany. Bureau of Occupational Education Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 43p.

*TRADE AND INDUSTRIAL EDUCATION; *SCHEDULING; *PROGRAM EVALUATION; COMPARATIVE ANALYSIS; *TIME BLOCKS; COURSE ORGANIZATION; HIGH SCHOOL GRADUATES; HIGH SCHOOLS; AUTO MECHANICS (OCCUPATION); COSMETOLOGISTS; *VOCATIONAL FOLLOWUP; GRADUATE SURVEYS; PART TIME STUDENTS; HIGH SCHOOL STUDENTS; PROGRAM ATTITUDES
SUFFOLK COUNTY; NEW YORK

To determine if graduates of vocational education programs who enrolled for a full-time basis for 1 year differed from students enrolled on a half-time basis for 2 years, a study was conducted involving 66 full-time students and 76 half-time vocational students in auto mechanics and cosmetology. Conclusions were: (1) There were no observable differences between the two groups which could be attributable to any particular instructional program, (2) Employer evaluations showed little distinction between the two groups in their mastery of vocational content theory or manipulative skills, (3) Girls in the 2-year, half-day program were considerably less satisfied with their schedule than any of the other groups, (4) A substantially large number of respondents traveling between schools reported dissatisfaction with home-school communications, bus travel, and not being informed of home-school activities, (5) A very low percentage of the students from the two districts applied for any post secondary education, (6) Job satisfaction was relatively high in both groups, and (7) Neither program demonstrated a significant superiority in terms of the factors investigated. (DM)

VT 005 856
Guide for Evaluating State Programs in Community-Centered Post-High School Education.

Education Commission of the States, Denver, Colo.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - [68] 7p.

*EVALUATION CRITERIA; QUESTIONNAIRES; *MEASUREMENT INSTRUMENTS; *COMMUNITY SCHOOLS; *POST SECONDARY EDUCATION; STATE SURVEYS; *PROGRAM EVALUATION

Informed study, analysis, and action concerning provisions for post-high school education is the purpose of this evaluation instrument. Questions concerning elements which authorities in the field generally agree are characteristic of good post-high school educational programs are used to suggest areas of needed improvement. A zero to five rating scale for each of 18 questions is utilized. A total score below ninety indicates a cause for concern and a total score of one hundred and twenty or more indicates a strong program. (DM)

VT 005 990 ED 025 605
Levitan, Sar A.
Antipoverty Work and Training Efforts: Goals and Reality. Policy Papers in Human Resources and Industrial Relations No. 3.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations
National Manpower Policy Task Force, Washington, D.C.
Ford Foundation, New York, N.Y.
EDRS PRICE MF-$0.50 HC-$6.15
Publications Office, Institute of Labor and Industrial Relations, Museums Annex, Ann Arbor, Michigan 48104 ($2.00).
Pub Date - 67 121p.

*FEDERAL PROGRAMS; POVERTY PROGRAMS; UNEMPLOYED; DISADVANTAGED YOUTH; ADULTS; ON THE JOB TRAINING; ADULT VOCATIONAL EDUCATION; OUT OF SCHOOL YOUTH; VOCATIONAL TRAINING CENTERS; EMPLOYMENT PROGRAMS; *JOB TRAINING; *PROGRAM EVALUATION; *MANPOWER DEVELOPMENT; PARTICIPANT CHARACTERISTICS; *ECONOMICALLY DISADVANTAGED; JOB PLACEMENT; PROGRAM ADMINISTRATION; PROGRAM COSTS; PROGRAM IMPROVEMENT; OBJECTIVES
*JOB CORPS; *NEIGHBORHOOD YOUTH CORPS; *WORK EXPERIENCE AND TRAINING PROGRAMS; ECONOMIC OPPORTUNITY ACT

This review of the Job Corps, the Neighborhood Youth Corps, and the Work Experience and Training Programs, all established under the Economic Opportunity Act of 1964, was part of National Manpower Policy Task Force report requested by the Senate Subcommittee on Employment, Manpower, and Poverty. It was believed appropriate to examine, after nearly 3 years and a commitment of 4 billion dollars, the extent to which the Act had been implemented. Job creation and training were to be the principle means through which the three programs would help economically disadvantaged youth and adults achieve economic independence. A variety of published and unpublished materials were used in this assessment. In the process of critical evaluation, separate discussions are devoted to the enabling legislation, administration, needs and characteristics of clients, and resource utilization of each program. It was generally concluded that it is doubtful whether the programs have achieved the formal goals of the legislation--economic self-support. However, the experience of the three programs indicates the difficulty of designing and administering mass projects which lead to the economic self-sufficiency of the poor. Suggestions are spread throughout this review. (ET)

VT 006 356
Ruth, Leland H.
An Evaluation of the Farm Labor Supervisors Training Program in California.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 26Sep66 9p.; Presented to the State Board of Agriculture, September 26, 1966.

*AGRICULTURAL EDUCATION; *COURSE EVALUATION; *SUPERVISORY TRAINING; HUMAN RELATIONS; *CREW LEADERS; FOLLOWUP STUDIES; AGRICULTURAL LABORERS; FARM LABOR PROBLEMS
*FARM LABOR SUPERVISORS TRAINING PROGRAM; CALIFORNIA

In an effort to decrease agricultural worker turnover and to increase productivity, a 20-hour course of instruction in human relations was initiated to train superintendents, field foremen, and crew bosses to: (1) understand and use the principles of good supervision, (2) maintain effective relationships with workers, (3) handle personnel and relationship problems as they occur, (4) instruct new and inexperienced workers in how to perform farm jobs, and (5) analyze jobs to determine time and labor saving short cuts. A total of 37 courses in 27 communities enrolling 550 supervisors and employers were completed over a 2-year period. Key course points were motivating people to work and understanding the basic human needs as they relate to work performance in the orientation of workers to job requirements. An evaluation was conducted to determine answers to the following questions: (1) Was skill in supervising workers increased? (2) Was worker turnover reduced? (3) Was worker productivity increased? (4) Were worker accidents reduced? (5) Do employers and supervisors of foremen who completed the course recommend continuation of the program? (6) What recommendations for improving future courses could be made as the result of the evaluation? Findings generally indicated that personnel completing the course were better foremen, increased worker productivity, and needed future courses. Little effect was indicated on reduction of worker turnover and worker accidents. (DM)

VT 006 412 ED 024 796
Listing of Evaluative and Other Types of Instruments.

Kentucky Univ., Lexington. Home Economics Education
EDRS PRICE MF-$0.25 HC-$1.25
Pub Date - Dec62 23p.

*HOME ECONOMICS EDUCATION; *EVALUATION TECHNIQUES; *MEASUREMENT INSTRUMENTS; *ANNOTATED BIBLIOGRAPHIES; PERSONNEL EVALUATION; PROFILE EVALUATION; PROGRAM EVALUATION; PSYCHOLOGICAL EVALUATION; STUDENT EVALUATION; TEACHER EVALUATION; PERFORMANCE CRITERIA; *RESEARCH TOOLS; NATIONAL SURVEYS; INFORMATION SOURCES

State supervisors of home economics education for 50 states and Puerto Rico were surveyed to determine the extent to which home economics wage earning programs have been developed since funds became available under the Vocational Education Act of 1963. A questionnaire sought information about the following topics: (1) basic areas of programing, (2) the name of the instrument, (3) purpose or use or description of instrument, (4) where secured, and (5) comments (copyright, grade level, scoring, and so forth). Instruments listed measure attitudes, abilities, degree of impoverishment or enrichment of home life, self acceptance, beliefs, evaluation practices, clothing selection, learning experiences and professional education, educational achievements, program planning practices, employment of graduates, background experience of students, teaching and program effectiveness, marriage expectations, family adjustment, administrator opinions, behavior characteristics, values, sociability, temperament, sex role identification, problems of youth and many others. (FP)

VT 006 507 ED 023 859
Report of the Committee on Administration of Training Programs.

Committee on Administration of Training Programs, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.30
Pub Date - Mar68 84p.

*FEDERAL PROGRAMS; *ADULT VOCATIONAL EDUCATION; POVERTY PROGRAMS; STATE PROGRAMS; FINANCIAL SUPPORT; *PROGRAM EVALUATION; *PROGRAM ADMINISTRATION; PROGRAM COORDINATION; PROGRAM DESCRIPTIONS; PROGRAM DEVELOPMENT; *PROGRAM IMPROVEMENT; EMPLOYMENT SERVICES; INTERAGENCY COORDINATION; VOCATIONAL REHABILITATION; ADULT BASIC EDUCATION; APPRENTICESHIPS; MANPOWER DEVELOPMENT
MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; JOB CORPS; NEIGHBORHOOD YOUTH CORPS; NYC; ECONOMIC OPPORTUNITY ACT; SOCIAL SECURITY ACT; VOCATIONAL EDUCATION ACT

This report to the Secretary of the Department of Health, Education, and Welfare is based on the research findings of a private research contractor, Greenleigh Associates (See VT 005 948 and VT 005 949 in ARM FALL 1969), site visits, and interviews with persons connected with about 30 federally supported job training programs. The 30 programs are of two types: those established by statutes such as the Manpower Development and Training Act, the Economic Opportunity Act, and the Vocational Education Acts, and special programs established by administrative action in order to serve special target groups or to provide better delivery systems and improved coordination. Although some duplication and inefficiency was found in the programs operated during the period of this study (April 1967 to March 1968), the Committee observed that these failings rarely were severe enough to vitiate the usefulness of the programs. Twenty specific recommendations for improving the administration of the training programs at the federal, state, and local levels of government are presented and elucidated. The recommendations cover facets of policy, funding, organization, procedure, and staff training. Economic cost-benefit analyses of the various programs were not conducted. (ET)

VT 006 823 ED 024 806
Rolloff, John August
The Development of a Model Design to Assess Instruction in Farm Management in Terms of Economic Returns and the Understanding of Economic Principles.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-6364, microfilm $3.00, xeroxed $7.80).
Pub Date - 66 155p.

*ADULT FARMER EDUCATION; EVALUATION TECHNIQUES; *COURSE EVALUATION; *FARM MANAGEMENT; *COST EFFECTIVENESS; AGRICULTURAL EDUCATION; *MODELS; ECONOMIC PROGRESS; FARM ACCOUNTS; DOCTORAL THESES; ECONOMIC CHANGE; INPUT OUTPUT ANALYSIS; ECONOMIC RESEARCH
OHIO

The records of 27 farm operators participating in farm business analysis programs in 5 Ohio schools were studied to develop and test a model for determining the influence of the farm business analysis phase of vocational agriculture instruction in farm management. Economic returns were measured as ratios between 1965 program inputs and outputs determined by change in net farm income between 1964 and 1965. Data collected included: (1) the relative change in understanding of profit maximizing economic principles indicated by the change in test scores, (2) the change in farm income indicated by selected economic efficiency factors, (3) the association between understanding of principles and the economic efficiency of farm operators, and (4) the ratio between input cost of instruction and economic returns expressed as net farm income. In pilot trial the test group showed: (1) an improved mean change in test scores, (2) increased volume and economic efficiency in the farm business, (3) a positive association between farm operators' understanding of profit maximizing economic principles and changes in their economic efficiency, and (4) a $53.16 increase in net farm income for each $1.00 expended by farmers on instruction. Refinement of the model procedure was projected as a means of advancing inquiry into the micro-economic assessment of investments in agricultural education. (DM)

VT 007 343 ED 025 635
Job Training. Research Report Number Four.

Manpower Research Council, Milwaukee, Wis.
American Society for Personnel Administration
EDRS PRICE MF-$0.25 HC-$0.60
Pub Date - 67 10p.

*INDUSTRIAL TRAINING; JOB TRAINING; MANPOWER DEVELOPMENT; *EMPLOYER ATTITUDES; *PROGRAM EVALUATION; *VOCATIONAL EDUCATION; NATIONAL SURVEYS; SCHOOL INDUSTRY RELATIONSHIPS; EDUCATIONAL PROBLEMS; *EDUCATIONAL SUPPLY; FEDERAL PROGRAMS
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; JOB CORPS

This document contains a summary of a survey of 930 companies employing 4,375,665 persons throughout the United States. The survey specifically deals with the companies' experiences with in-plant and outside agency job training programs. Some of the findings were: (1) Respondents feel that there are numerous institutions at work in the community to provide skill training, but 60 percent feel that this training falls short of their company needs, (2) Participants expressed great willingness to serve on advisory boards, (3) About 50 percent felt their universities lack adequate vocational training facilities and recommended public high school and in-plant training as the solution, (4) Over 85 percent are in favor of development of public vocationally oriented technical colleges on a 2-year basis, (5) 17 percent have established training programs with a view to attracting minority workers and 50 percent felt their programs were successful, (6) Manpower Development Training Administration has not helped find qualified employees for 80 percent of the respondents, and (7) Only 19 percent have employed persons trained in Job Corps centers, and of that group, 60 percent regard the experience as satisfactory. (MM)

VT 007 389 ED 025 638
Squires, Carl E.
An Instrument to Evaluate Manpower Development Training Act Institutional Training Projects in Arizona. An Arizona Manpower Development Training Publication.

Arizona State Dept. of Vocational Education, Phoenix
EDRS PRICE MF-$0.25 HC-$2.05
Pub Date - [68] 39p.

*PROGRAM EVALUATION; *MEASUREMENT INSTRUMENTS; FEDERAL PROGRAMS; GUIDELINES; *EVALUATION CRITERIA; *ADULT VOCATIONAL EDUCATION; *EVALUATION TECHNIQUES; MODELS
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; ARIZONA

This instrument and procedure was developed expressly for the evaluation of Manpower Development and Training Programs. It was developed within the State Department of Vocational Education to assist federal administrators appraise such programs and to assist operational level decision making. It provides for quantitative reporting, qualitative analysis, and descriptive narrative. Included are seven guidelines for writing the evaluation report. Elements of the instrument cover (1) program development, (2) trainees, (3) instructional staff, (4) curriculum, (5) supervision and administration, (6) facilities, (7) equipment, (8) supplies, (9) methods of instruction, (10) instructor training, (11) guidance and counseling, (12) placement and follow-up, and (13) evaluation. (EM)

VT 007 419 ED 025 639
Cage, Bob N.
Cost Analysis of Selected Educational Programs in the Area Schools of Iowa.

Iowa State Univ. of Science and Technology, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Education Branch
EDRS PRICE MF-$0.25 HC-$1.25 VEA-1963-4(2)
Pub Date - 68 23p.

*POST SECONDARY EDUCATION; *EXPENDITURE PER STUDENT; *PROGRAM COSTS; *GENERAL EDUCATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; AREA VOCATIONAL SCHOOLS; COMMUNITY COLLEGES; EDUCATIONAL FINANCE; COMPARATIVE ANALYSIS
IOWA

To determine relationships between the current-unit-cost-per-student contact hours for post-secondary arts and science transfer curricula and selected vocational-technical programs, the 15 area schools of Iowa were visited personally by the investigator and data collected from the financial records of the institutions. The cost of each specialized vocational-technical curriculum was compared to the mean cost of educating a student in the arts and science transfer curricula. Some major conclusions resulting from analysis of the 1967-68 data were: (1) Enrollment had the greatest degree of inverse relationship with student cost, (2) Administrative and plant operation expense were contributing factors to differences between schools in student costs, (3) Instructional expense was related to enrollment and student costs, (4) Rental of buildings on some campuses increased costs, (5) The vocational-technical programs were more expensive than were the arts and science transfer curricula, and (6) Adequate financing is necessary for junior colleges considering vocational-technical programs. (DM)

VT 007 500 ED 026 513
Hall, J. Curtis, Ed., And Others
Business Education: An Evaluative Inventory. National Business Education Yearbook, No. 6.

National Business Education Association, Washington, D.C.
EDRS PRICE MF-$1.25 HC NOT AVAILABLE FROM EDRS.
National Business Education Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($4.75).
Pub Date - 68 284p.

*BUSINESS EDUCATION; *PROGRAM EVALUATION; *PROGRAM IMPROVEMENT; *PROGRAM DEVELOPMENT; TEACHING METHODS; INSTRUCTIONAL TECHNOLOGY; COOPERATIVE EDUCATION; TEACHING PROCEDURES; SECONDARY SCHOOLS; AREA VOCATIONAL SCHOOLS; COMMUNITY COLLEGES; TEACHER EDUCATION; *EDUCATIONAL TRENDS

The purposes of this yearbook were to present a critical analysis of the past and present, and to provide a projection into the future of business education. This yearbook includes contributions by 31 business educators and provides a chapter on the strengths of the past and present, a chapter on the weaknesses of the past and present, and a chapter on the projections for the future for each of these areas: (1) Secondary School Vocational Education for Stenographers and Secretaries, (2) Secondary School Vocational Education for Bookkeepers and Related Workers, (3) Secondary School Vocational Education for Clerical Workers, (4) Secondary School Vocational Education for Sales and Related Occupations, (5) Secondary School Education for Economic Literacy, (6) Secondary School Cooperative Part-Time Programs, (7) Secondary School General Education of Business Students, (8) Area Vocational and Technical Schools, (9) Community (Junior) Colleges, and (10) Business Teacher Education. The introduction provides an analytical look at business education. (MM)

VT 007 504 ED 027 393
Jones, Lewis W.; Boyd, Ether D.
Performance Related to Indicators of Potential of Tuskegee Institute MDTA Trainees.

Tuskegee Inst., Ala.
Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.
Department of Health, Education, and Welfare, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.20
Pub Date - 31Aug68 82p.

*ADULT VOCATIONAL EDUCATION; TRADE AND INDUSTRIAL EDUCATION; INDIVIDUAL CHARACTERISTICS; *FEDERAL PROGRAMS; VOCATIONAL FOLLOWUP; JOB SKILLS; *ACHIEVEMENT; *PERFORMANCE; STUDENT EVALUATION; *PREDICTIVE MEASUREMENT; SOCIOECONOMIC BACKGROUND
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The objective of this study was to determine the relationship between training and job performance and 30 independent variables which were assumed to be related to success or failure of 67 adult males enrolled in vocational programs. Psychological, sociological, educational, employment, and economic measures were utilized to collect data on these participants during Manpower Development and Training Programs and in the followup portion of the study. The measures which were significant (.05 level) for successful training performance were (1) Work Interest Flexibility, (2) Intuitive Mechanics, (3) Revised Beta Examination, and (4) environmental adjustment and overall adjustment on the Emo Questionnaire. Course performance, personal characteristics, and peer evaluations were all significant (.05 level) indicators of satisfactory job performance. (EM)

VT 007 513 ED 027 394
Kirkbride, Keith
A Study to Identify Educational Needs of Non-College Bound Students in a Rural Public High School of Six Hundred Students. Final Report.

Quincy School District, 144-101, Wash.
Washington Research Coordinating Unit for Vocational Education, Olympia
EDRS PRICE MF-$0.75 HC-$6.70
Pub Date - Aug68 132p.

*VOCATIONAL EDUCATION; PROGRAM DEVELOPMENT; *RURAL YOUTH; *NONCOLLEGE PREPARATORY STUDENTS; ADVISORY COMMITTEES; *PROGRAM EVALUATION; INSERVICE TEACHER EDUCATION; CURRICULUM EVALUATION; *EDUCATIONAL NEEDS; GRADUATE SURVEYS; CURRICULUM DEVELOPMENT; QUESTIONNAIRES; OCCUPATIONAL INFORMATION; HIGH SCHOOLS
QUINCY SCHOOL DISTRICT; WASHINGTON

The primary objective of this study was to determine the educational needs of non-college bound rural high school students in the Quincy school district and to make the information available to the administration and board members of the district with general recommendations for curriculum change. The project consists of two separate parts: (1) a study group of 15 certified staff members to seek answers to selected questions, and (2) an extension course from Washington State University available to staff members of the entire school district. The study group conducted the research activities in the areas of: (1) past high school graduates, (2) community survey and lay committee, (3) curriculum development, and (4) resources and special problems. Well over half (56 persons) of the teachers in the school district were enrolled in the extension course and all grade levels were represented. The extension course was designed to help teachers and administrators gain an understanding of the basic principles of vocational education and to create an awareness of the responsibility of schools in preparing non-college bound young people for the world of work. General recommendations made by the study group to the administration and board members are included. (MM)

VT 007 589   ED 025 659
A Manual to be Used in the Evaluation of Thirty-four Comprehensive High Schools in Wisconsin Which Participated in a Three-Year Pilot Program of High School Vocational Education.

Wisconsin State Dept. of Public Instruction, Madison
EDRS PRICE MF-$0.25 HC-$1.00
Pub Date - Feb68 18p.

*PILOT PROJECTS; *PROGRAM EVALUATION; ADMINISTRATOR EVALUATION; COUNSELOR EVALUATION; CURRICULUM EVALUATION; *VOCATIONAL EDUCATION; *EVALUATION METHODS; *COMPREHENSIVE HIGH SCHOOLS; ADVISORY COMMITTEES; PROFILE EVALUATION; MANUALS
WISCONSIN

The evaluation of a 3-year pilot program of vocational education in 34 Wisconsin comprehensive high schools as set forth in this manual focuses on (1) the extent to which pilot schools individually and collectively were able to identify local program needs and meet them, and (2) the extent to which local programs were accepted as part of the comprehensive high school programs by students, staff, and the community. Sections of the manual include: (1) major areas of concern, (2) duties of local evaluation chairmen, (3) procedures for conducting local self-evaluation, (4) composition and role of the evaluation review committee, (5) composition and role of the state evaluation committee, and (6) evaluation criteria for guidance and counseling, local administration, local planning, and instructional programs. A related document is VT 007 544. (CH)

VT 007 817   ED 026 536
Kapes, Jerome T.
Exploring the Use of the GATB With Vocational-Technical Bound Ninth Grade Boys. Research Series, Number 3.

Pennsylvania State Univ., University Park. Dept. of Vocational Education
Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Tech., and Cont. Education
EDRS PRICE MF-$0.25 HC-$2.00
Pub Date - Jan69 38p.

*APTITUDE TESTS; *MOTOR DEVELOPMENT; *PREDICTIVE ABILITY (TESTING); VOCATIONAL COUNSELING; VOCATIONAL EDUCATION; GRADE 9; GRADE 10; LONGITUDINAL STUDIES; ADMISSION CRITERIA; PREDICTIVE MEASUREMENT; SUCCESS FACTORS
*GENERAL APTITUDE TEST BATTERY; GATB

This report presents the initial investigation of a longitudinal research effort to study various factors related to current development. The value of this study is its potential value in increasing the understanding of circumstances under which certain behaviors occur. In particular, this study has attempted to evaluate the usefulness of the General Aptitude Test Battery (GATB) in providing valid information to ninth grade students who are considering entrance into the senior high school vocational curriculum. The study was conducted using a sample of 92 10th grade boys in the 14 vocational shops of the Altoona area vocational-technical school. Based on the findings of this study, it appears that the GATB does provide useful information for the ninth grade student who is contemplating entrance into the senior high school vocational curriculum. Also, it can be hypothesized that the GATB is superior to other aptitude measures in predicting shop achievement because it contains manipulative as well as cognitive aptitudes. Its value to counselors may thus lie in its ability to assess youngsters' potential motor skill development. (CH)

VT 008 509
Davis, Harry F., And Others
Speeches Presented at the National Conference on Evaluating Vocational and Technical Education Programs (Atlantic City, October 6-9, 1968).

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct68 63p.

*VOCATIONAL EDUCATION; *PROGRAM EVALUATION; *EVALUATION CRITERIA; *CERTIFICATION; STATE LICENSING BOARDS; *CONFERENCE REPORTS; STANDARDIZED TESTS; FOLLOWUP STUDIES; ACHIEVEMENT TESTS; SPEECHES; EVALUATION TECHNIQUES; EVALUATION METHODS; TESTING PROGRAMS
*NATIONAL CONFERENCE ON EVALUATING VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS, ATLANTIC CITY, NEW JERSEY, OCTOBER 6-9, 1968

"Standardized Achievement Tests as a Technique for Evaluating Vocational and Technical Education Programs," by Harry F. Davis, discusses what evidence of amount or extent of change in the behavior of the individual can be determined through achievement testing. The process of evaluation, as discussed by Charles W. Edwards in "Use of the Evaluative Criteria of the American Council on Education as a Technique for Evaluating Vocational and Technical Education Programs," contains two distinct elements: (1) description, and (2) the judgment of quality. The evaluation materials and processes of the National Study of Secondary School Evaluation are explained. "Student Followup Study Procedures as a Technique for Evaluating Vocational and Technical Education Programs," by Laure M. Sharp discusses the types of student followup studies which appear to be the most appropriate evaluation tools at a time of rapid change in the field of vocational education. In "State and National Licensing Examinations as a Technique for Evaluating Vocational-Technical Education," Benjamin Shimberg uses a recent study of licensing in five states to provide some useful insights into the more commonly licensed occupations and provide information about the examinations used in licensing practitioners. (CH)

FACILITIES
AND EQUIPMENT
SECTION

VT 007 612 ED 026 522
Schmitt, Marshall L.; Taylor, James L.
Planning and Designing Functions. Facilities for Industrial Arts Education.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
OE-51015
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.251:51015, $.45).
Pub Date - 68 55p.

*INDUSTRIAL ARTS; *FACILITY GUIDELINES; *EDUCATIONAL FACILITIES; *FACILITY REQUIREMENTS; SCHOOL PLANNING; PHYSICAL ENVIRONMENT; DESIGN PREFERENCES; DESIGN NEEDS; *SCHOOL SHOPS

This publication's purpose is to provide assistance in the planning of industrial arts facilities through suggestions and guidelines for functional space utilization and meaningful educational specifications. It is one of a series on specialized areas of the school plant. Chapter headings include "Educational Trends and the Emerging Industrial Arts Program," "Planning the Industrial Arts Program," "Space and Facilities Needed," and "Planning the General Physical Environment." Also included are 28 safety and health precautions, 11 general guidelines, 23 specific guidelines, and 59 references. (EM)

VT 007 825 ED 026 537
Meckley, Richard F., And Others
A Guide to Systematic Planning for Vocational and Technical Schools. Research 22.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.75 OEG-3-7-000158-2037 08
BR-7-0158
The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($1.50).
Pub Date - Dec68 33p.

*VOCATIONAL SCHOOLS; *GUIDELINES; *SCHOOL PLANNING; *PROGRAM PLANNING; *CRITICAL PATH METHOD; SEQUENTIAL APPROACH; SYSTEMS APPROACH; NETWORKS; SCHEDULING
PROGRAM EVALUATION AND REVIEW TECHNIQUES; PERT

A school planning scheme involving 46 principle activities which occur over a 38-month period is presented. This scheme was developed for individuals responsible for the planning of vocational and technical schools, i.e., supervisors, state staff, university school plant planners, architects, and local school administrators. The activities represent the major sequential tasks involved in the combined process of program and facility planning. Program Evaluation and Review Techniques (PERT) is the mode of organizing and presenting the activities, which includes a chart relating each activity and its description to PERT event numbers and to time-sequence month numbers. A fold-out time-sequence chart, glossary, and the selected bibliography are included. This is one of a series of guides for the planning of instructional area facilities for occupational preparation programs. (EM)

VT 007 876 ED 027 420
German, Carl, Jr.
A Guide for Planning Facilities for Occupational Preparation Programs in Metallurgy Technology. Research 28.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.65 OEG-3-7-000158-2037 08
BR-7-0158
Pub Date - Mar69 111p.

*FACILITY GUIDELINES; *EDUCATIONAL FACILITIES; TECHNICAL EDUCATION; *EDUCATIONAL SPECIFICATIONS; SCHOOL PLANNING; INFORMATION NEEDS; *DATA COLLECTION; QUESTIONNAIRES; ANNOTATED BIBLIOGRAPHIES; EDUCATIONAL OBJECTIVES; EDUCATIONAL PLANNING; EDUCATIONAL EQUIPMENT; SPACE CLASSIFICATION; FACILITY REQUIREMENTS; RATING SCALES; SCHOOL PLANNING; TRADE AND INDUSTRIAL EDUCATION
*METALLURGY TECHNOLOGY

The major purpose of this guide is to elicit the information necessary for writing educational specifications for facilities to house technical education programs in metallurgy. It is organized in these parts: (1) Part I discusses the major purpose, underlying assumptions, recent instructional trends, and guiding principles utilized in the preparation of the guide, (2) Part II provides data collection instruments for basic program features, educational objectives, and the training program, (3) Part III provides data collection instruments for quantative and qualitative facility needs, and (4) Part IV includes an annotated bibliography of 21 items published between 1959 and 1968. A total of 17 data collection instruments and instructions for their use are included. (EM)

VT 007 989 ED 028 278
Sitterlee, L.J.
A Guide for Planning Facilities for Occupational Preparation Programs in Electrical Technology. Research 30

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.70 OEG-3-7-000158-2037 08
BR-7-0158
Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.00).
Pub Date - Apr69 112p.

*FACILITY GUIDELINES; *EDUCATIONAL SPECIFICATIONS; *DATA COLLECTION; SCHOOL PLANNING; RATING SCALES; TRADE AND INDUSTRIAL EDUCATION; EDUCATIONAL PLANNING; QUESTIONNAIRES; SPACE CLASSIFICATION; EDUCATIONAL OBJECTIVES; *ELECTROMECHANICAL TECHNOLOGY; TECHNICAL EDUCATION; *EDUCATIONAL FACILITIES; SCHOOL SHOPS; ANNOTATED BIBLIOGRAPHIES; FACILITY REQUIREMENTS; EDUCATIONAL EQUIPMENT

The major purpose of this guide is to elicit the information needed for the writing of educational specifications used in the planning of educational facilites for electrical technology programs. It is for use by instructors, supervisors, school plant planners, and local school officials. Part I is a discussion of the recent trends which were utilized in the preparation of the guide. Part II provides data collection instruments covering basic electrical program features, objectives, and the kinds of programs organized to implement the objectives. Part III contains data collection instruments covering facts relative to the actual desired space. Part IV is an annotated bibliography of 24 related items published between 1959 and 1968. Fifteen data collection instruments are included. A related document is "A Guide to Systematic Planning for Vocational and Technical Schools" (VT 007 825 in ARM Fall 1969). (EM)

VT 007 993 ED 027 434
Colling, Walter E.; Farnsworth, Wilbur M.
A Guide for Planning Facilities for Occupational Preparation Programs in Laboratory Animal Science Technology. Research 27.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$6.30 OEG-3-7-000158-2037 08
BR-7-0158
Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.00).
Pub Date - Jan69 124p.

*FACILITY GUIDELINES; *EDUCATIONAL FACILITIES; *ANIMAL SCIENCE; VETERINARY MEDICINE; LABORATORIES; ANNOTATED BIBLIOGRAPHIES; *EDUCATIONAL SPECIFICATIONS; EDUCATIONAL OBJECTIVES; EDUCATIONAL PLANNING; EDUCATIONAL EQUIPMENT; SPACE CLASSIFICATION; FACILITY REQUIREMENTS; RATING SCALES; *DATA COLLECTION; SCHOOL PLANNING; QUESTIONNAIRES; AGRICULTURAL EDUCATION; TECHNICAL EDUCATION

The major purpose of this guide is to elicit the necessary information for the writing of educational specifications for facilities to house career programs in laboratory animal science technology. The guide is also designed to: (1) assist planners in formation of creative solutions to the housing of desired educational programs, (2) prevent important considerations from being overlooked in the facility planning process, and (3) encourage logical and systematic facility planning. The document is organized into four major parts: (1) Introduction, a discussion of purpose, organization, assumptions, instructional trends, and guiding principles, (2) The Instructional Program, relating basic program features, educational objectives, program content, planning areas, and occupational preparation programs offered, (3) Distinct Types of Instructional Areas to be Provided, in which the actual space needed to house the vocational programs are described in detail, and (4) Annotated Bibliography, a list of reference sources. (DM)

VT 007 998 ED 028 280
Adams, Jon P.
A Guide for Planning Facilities for Occupational Preparation Programs in Automotive Service. Research 29.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.55 OEG-3-7-000158-2037 08
BR-7-0158
Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.00).
Pub Date - Apr69 89p.

*FACILITY GUIDELINES; *EDUCATIONAL SPECIFICATIONS; RECORDS (FORMS); RATING SCALES; EDUCATIONAL PLANNING; *AUTO MECHANICS; SPACE UTILIZATION; VOCATIONAL EDUCATION; *EDUCATIONAL FACILITIES; *SCHOOL SHOPS; FACILITY REQUIREMENTS; ANNOTATED BIBLIOGRAPHIES; INSTRUCTIONAL PROGRAMS

The major purpose of this guide is to elicit the information needed for the writing of educational specifications used in the planning of educational facilities for automotive servicing programs. It is for use by instructors, supervisors, school plant planners, and local school officials. Part I is a discussion of the major purpose, the underlying assumptions, the guiding principles, and the recent trends which were utilized in the preparation of the guide. Part II provides data collection instruments covering basic program features, objectives, and the kinds of programs organized to implement the objectives. Part III contains data collection instruments covering facts relative to the actual desired space. Part IV is an annotated bibliography of 24 related items published between 1959 and 1968. Fifteen data collection instruments are included. A related document is "A Guide to Systematic Planning for Vocational and Technical Schools" (VT 007 825 in ARM Fall 1969). (EM)

VT 008 024 ED 028 281
Van Derveer, Elizabeth T.
Pilot Program Studying Use of Electronic Equipment in the Stenography Classroom.

Montclair State Coll., N.J. Dept. of Business Education
Rider Coll., Trenton, N.J. Dept. of Business Education
Trenton State Coll., N.J. Dept. of Business Education
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
EDRS PRICE MF-$0.25 HC-$1.70
Division of Vocational Education, State Department of Education, Trenton, New Jersey 08625.
Pub Date - 68 32p.

*STENOGRAPHY; *ELECTROMECHANICAL AIDS; *INSTRUCTIONAL IMPROVEMENT; *INDIVIDUAL INSTRUCTION; *INSERVICE TEACHER EDUCATION; PROGRAMED MATERIALS; INSTRUCTIONAL TECHNOLOGY; RESEARCH NEEDS; PILOT PROJECTS

Students in stenography classes show marked differences in learning, and a teacher of stenography must devote the majority of class time to dictation which may render him unable to provide the individual instruction needed to meet the individual needs of his students. The major purpose of this study was to investigate the extent to which electronic equipment can assist in the instruction of stenography, and to discover the problem arising from the use of such equipment on the part of the teacher and the student. Objectives were: (1) to provide an opportunity for teachers to become familiar with the use of electronic equipment, (2) to determine teacher reaction, student reaction, and desirable facilities, (3) to determine what variations in teaching method and techniques evolve, (4) to determine the extent to which electronic equipment may be employed to provide individual instruction, and (5) to suggest possible research in the use of electronic equipment in the stenography classroom. Over 200 shorthand teachers and department chairmen from approximately 175 schools had personal opportunity to consider the use of multi-channel equipment in stenography classroom, plus hands-on experience with the equipment. Findings for the objectives and some results of follow-up surveys are given. (MM)

VT 008 055 ED 028 283
Macconnell, James D., And Others
A Guide for Planning Facilities for Occupational Preparation Programs for Medical X-Ray Technicians. Research 31.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.15 OEG-3-7-000158-2037 08
Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.00).
Pub Date - Apr69 61p.

*FACILITY GUIDELINES; *EDUCATIONAL FACILITIES; *MEDICAL LABORATORY ASSISTANTS; *RADIOGRAPHERS; ANNOTATED BIBLIOGRAPHIES; EDUCATIONAL SPECIFICATIONS; EDUCATIONAL PLANNING; *LABORATORIES; FACILITY REQUIREMENTS; RATING SCALES; RECORDS (FORMS); HEALTH OCCUPATIONS EDUCATION; INSTRUCTIONAL PROGRAMS; SPACE UTILIZATION

The major purpose of this guide is to develop the necessary information for the writing of educational specifications to house medical x-ray technician programs. The guide is also designed to: (1) assist planners in the formation of creative housing solutions for desired educational programs, (2) prevent important considerations from being overlooked in the facility planning process, and (3) encourage logical and systematic facility planning. The guide is organized under four major parts: (1) Introduction, a discussion of purposes, assumptions, recent trends, and guiding principles, (2) The Instructional Program, information on medical x-ray technician training objectives and the kinds of programs to implement them, (3) Distinct Types of Instructional Areas, the actual space desired to house the programs, and (4) Annotated Bibliography, a list of reference sources. A related document is "A Guide to Systematic Planning for Vocational and Technical Schools" (VT 007 825 in ARM Fall 1969). (MU)

INDIVIDUALS
WITH SPECIAL NEEDS
SECTION

VT 001 442
Moed, Martin G.
Work Programs for Low-Income Youth: Some Operational Principles.

Columbia Univ., New York, N.Y. School of Social Work
Mobilization for Youth, Inc., New York, N.Y.
Training Institute, New York, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 8p.; Paper prepared for the Training Institute Program on Urban Community Development Projects: Selected Aspects of the Mobilization for Youth Experience (April 27-May 1, 1964).

*DISADVANTAGED YOUTH; *YOUTH EMPLOYMENT; *WORK EXPERIENCE PROGRAMS; *INDIVIDUAL CHARACTERISTICS; PROGRAM IMPROVEMENT; ATTITUDES; PROGRAM DEVELOPMENT; *YOUTH PROBLEMS

This document is the independent observations and judgements of a professional practitioner associated with Mobilization For Youth, Inc. and deals with a number of poverty-linked characteristics that have become apparent through experience in this program. Some characteristics of youths that are directly related to a work program are: (1) inability to engage in long-range planning, (2) lack of work tolerance, poor work attitudes and difficulty in handling authority, (3) a disinclination to internalize personal problems, (4) extreme academic deficiency which results in deep alientation from school, (5) a long-standing suspiciousness of agencies, schools and authority, (6) continuous stresses and strains resulting from a number of social, legal, family and welfare problems, and (7) increased adolescent strains caused by the expectation of shouldering adult responsibilities. It is felt that a work program dealing with youth from a slum population must include counseling that is extensive in scope, a subsidized work program to allow for the growth of good work habits and attitudes, upgrading through on-the-job training, the possibility for formal trade school attendance, and placement through a number of intermediate jobs until the individual develops a pattern of job stability. Auxiliary services such as casework, education and psychological testing are also highly desirable. (MM)

VT 002 294
Neighborhood Youth Corps First National Conference Report, 1966.

Neighborhood Youth Corps, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 84p.

*YOUTH PROGRAMS; YOUTH EMPLOYMENT; *CONFERENCE REPORTS; PROGRAM IMPROVEMENT; YOUTH AGENCIES; *DISADVANTAGED YOUTH; WORK EXPERIENCE PROGRAMS; PROGRAM ADMINISTRATION; PROGRAM COORDINATION; PROGRAM PLANNING; EMPLOYMENT PROGRAMS; SPEECHES; *ADULT VOCATIONAL EDUCATION; *FEDERAL PROGRAMS; POLITICAL INFLUENCES; ORGANIZATIONAL CHANGE; PERSONNEL SELECTION; EMPLOYMENT QUALIFICATIONS; SOCIOECONOMIC INFLUENCES
NYC; NEIGHBORHOOD YOUTH CORPS; *NEIGHBORHOOD YOUTH CORPS FIRST NATIONAL CONFERENCE, ST. LOUIS, MISSOURI, MAY 2-4, 1966

After more than a year of Neighborhood Youth Corps (NYC) operations, a conference was convened May 2-4, 1966, in St. Louis, Missouri, and attended by over 1,000 NYC sponsors and administrators, enrollees, leading youth experts, industrialists, labor leaders, and others. The participants' central task was to plot a course for change in the NYC, the educational system, hiring policies and practices, and other areas that can have a positive effect on the employment of youth. The Conference was keynoted by W. Willard Wirtz who outlined the role of the NYC in the overall war against poverty. Principal addresses delivered were: (1) "The Credentials Trap" by S.M. Miller, (2) "The World of the Youth We Serve" by Kenneth E. Marshall, (3) "Neighborhood Youth Corps: Goals and Policies in the Year Ahead" by Mark Battle, (4) "The Ideal and the Possible" by Robert Schrank, (5) "How the NYC Can Help Change Your Schools" by Daniel Schreiber, and (6) "How NYC Can Help Change Hiring Policies and Jobs" by William Landis. Excerpts are also included from: (1) a speech, "The Changes We Need," by Sally Aylsworth, an NYC enrollee, (2) "Some Reactions," a panel discussion moderated by Raphel O. Lewis, (3) a panel discussion, "The Dilemmas and Politics of Coordination," moderated by Martin Rein, (4) "Prescription for Change," a panel discussion moderated by Eli E. Cohen, and (5) a conference summary delivered by Simon Slavin. (ET)

VT 003 312
Report of the Joint Legislative Committee on Migrant Labor.

New York Legislature, Albany. State Joint Legislative Committee on Migrant Labor, Albany
EDRS PRICE MF-$0.50 HC-$3.45
Legislative Doc (1964)-36
Pub Date - 64 67p.

*MIGRANT WORKERS; UNSKILLED WORKERS; *AGRICULTURAL LABORERS; SEASONAL LABORERS; MIGRANT CHILD EDUCATION; SOCIAL WELFARE; PUBLIC HEALTH; HOUSING; WORKMANS COMPENSATION; ADULT BASIC EDUCATION; FARM LABOR; LAW ENFORCEMENT; LABOR LAWS; STATE LEGISLATION
NEW YORK

Results of the Committee's study and observation of the social and economic impact of labor force importation for planting, harvesting, and processing of field and orchard crops in New York State are reported. Major sections include: (1) Trends in Farm Labor for 1963, (2) Public Health, (3) Social Welfare, (4) Labor Camp Housing and Sanitation, (5) Law Enforcement, (6) Registration of Labor Camp Contractors and Growers, (7) Workmen's Compensation, and (8) Child Care and Education. Some Committee recommendations were that (1) the period of use for non resident special vehicle operator and registration permits for seasonal farm laborers be extended from April 1 to November 30 of each year, (2) study be continued concerning the extension and expansion of workmen's compensation, health insurance, and unemployment insurance, (3) the cooperation and exchange of information among the various agencies, departments, and committees working with migrant labor be continued in the State, (4) educational opportunities and the child care program for migrant children be expanded, (5) the Committee, the Department of Health, and other agencies continue the study for proper revision of standards for farm labor camp sanitation, (6) local migrant committees and ministries be encouraged in their assistance to migrant families, and (7) local municipal and civic agencies prepare educational programs for adult occupants of migrant camps. Copies of official letters and labor acts in New York are included in the document. (WB)

VT 003 505 ED 014 570
Report on Progress in 1965 on the Status of Women. Second Annual Report.

Interdepartmental Commission on Status of Women, Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Y3, IN8/21--1/1965, $.45).
Pub Date - Dec65 71p.

*ECONOMIC STATUS; *SOCIAL STATUS; *FEMALES; EQUAL OPPORTUNITIES (JOBS); POLITICAL INFLUENCES; ANNUAL REPORTS; LABOR STANDARDS; INCOME; CIVIL RIGHTS; EDUCATIONAL IMPROVEMENT; EDUCATIONAL OPPORTUNITIES; ORGANIZATIONS (GROUPS); EMPLOYMENT OPPORTUNITIES; COMMUNITY SERVICES

The Nation's concern for the status of women was rapidly translated into action during 1965. Progress was reported in the areas of education, home and community, employment labor standards, security of basic income, legal status of women, and the political and social action of women. The accomplishments of the State Commissions on the Status of Women in 45 states are briefly summarized. Unprecedented progress was made in the 89th Congress with the enactment of legislation touching on every recommendation in the area of education made by the President's Commission on the Status of Women. Significant advances were made in health services, community services, child care services, homemaker services, household employment, and mobilization of volunteers. Advances in equal employment opportunity for women in private enterprise equalled those in the Federal sphere in 1964. Three states--Delaware, Indiana, and Maryland--enacted minimum wage laws for the first time. Women in the State legislatures increased from 328 in 1961 to 370 in 1965. (PS)

VT 003 755 MP 000 224
Keyserling, Mary Dublin
Women, Work and Poverty.

EDRS PRICE MF-$0.25 HC-$0.45
Pub Date - 67 7p.; Conference of Women in the War on Poverty, Washington, D.C., May 8, 1967.

*WORKING WOMEN; *ECONOMIC DISADVANTAGEMENT; UNEMPLOYED; SPEECHES; VOLUNTEERS; EMPLOYMENT PROBLEMS; FEMALES

Nearly 12 million women live in poverty. Many are workers and are still poor. Many of those who work and are still poor are engaged in very low paid, relatively lesser skilled occupations. Over half of these women earned less than $3,000 a year. Many are underemployed. About 15 percent of all household workers have full-time jobs, and seven of 10 women in other service trades and in sales work have less than full-time employment. For most workers, part-time work is not their choice. In addition to low wages and underemployment, unemployment adds to women's poverty. Unemployment was 50 percent higher among women than among men in 1966. Among nonwhite teenage girls it was 31 percent. Many cannot find jobs, but many lack child care which would enable them to take a job or to enroll in training programs if such were available. Volunteers could help alleviate women's poverty by caring for children, recruiting girls for the Job Corps, tutoring the educationally disadvantaged, fighting discrimination in employment, and pushing for the expansion of guidance and vocational training. Recent legislation has extended coverage of the Federal Fair Labor Standards Act, and many states have enacted minimum wage laws. Both are major steps towards alleviating poverty, but more volunteers are needed. (FP)

VT 003 757 MP 000 226
Fact Sheet on the American Family in Poverty.

Women's Bureau (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.35
WB-67-155
Pub Date - Nov66 5p.

*FAMILY INCOME; *ECONOMIC DISADVANTAGEMENT; FAMILY CHARACTERISTICS

Of the 47.8 million families in the United States in 1964, 6.8 million, 14 percent, were poor and an additional 3.8 million, 8 percent, were near poor. Five million poor families were headed by a man, and 1.8 million were headed by a woman. The likelihood of poverty was greater if the family was headed by a woman and greater if she was nonwhite--63 percent of the nonwhite and 29 percent of the white families headed by a woman were poor. Employment of the wife in husband-wife families decreased the chances of poverty--4 percent of the white families were poor if she worked compared with 12 percent if she did not. The median income of all poverty families was $900. The extent of poverty was measured in terms of income deficit, the difference between actual income and poverty level. Income deficit among whites was $800 and among nonwhites $1,200. It was greater among families headed by a woman, $1,190, than among those headed by a man, $810. The 14.8 million children under 18 years of age living in poverty were 237,000 fewer than in 1963 and 1.9 million fewer than in 1959. About 15 percent of all white children were members of poor families compared with 58 percent of all nonwhite children. The incidence of poverty was highest, 83 percent, among nonwhite children living in families headed by a woman. Data are from the Federal Government agencies. (FP)

VT 003 758 ED 014 591
Fact Sheet on Educational Attainment of Nonwhite Women.

Women's Bureau (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.30
WB-67-320
Pub Date - May67 4p.

*ACADEMIC ACHIEVEMENT; *CAUCASIANS; INCOME; SCHOOL ATTENDANCE; SEX (CHARACTERISTICS)

Nonwhite women and men have made significant progress in raising their level of educational attainment over the last several decades. The median years of school completed by nonwhite women and men 25 years of age and over in March 1966 were 9.6 years and 8.8 years respectively. Comparable medians in April 1940 were 6.1 years and 5.4 years. Most advancement was evidenced by those in the 25-29 age group. In March 1966 the median years of school completed by nonwhite women of this group were 11.9 and by nonwhite men, 12.1 years. In contrast, the figures in April 1940 were 7.5 and 6.5 years respectively. Another indication of increased level of education was the rising proportion of the population 5-19 years of age enrolled in school. In 1966, 87 percent of the nonwhite girls and 90 percent of the boys of that age group were enrolled in school compared to 33 percent and 29 percent in 1900. In March 1966 about 55 percent of the nonwhite women 25 years of age and over had gone beyond elementary school compared with 31 percent in October 1952. In 1966, 10 percent of both nonwhite women and men had some college training, and four percent of the women and 5 percent of the men were college graduates. The median salary or wage income of nonwhite women in 1965 was only 66 percent of that of nonwhite men. (FP)

VT 003 868 ED 015 296
Progress and Prospects, The Report of the National Conference of Governor's Commissions on the Status of Women. (2nd, Washington, D.C., July 28-30, 1965).

EDRS PRICE MF-$0.50 HC-$4.60
Pub Date - 66 90p.

*FEMALES; *STATUS; CONFERENCES; SPEECHES; EDUCATION; STATE PROGRAMS; EQUAL OPPORTUNITIES (JOBS); RESPONSIBILITY; FEDERAL PROGRAMS; WORKSHOPS

Of the 446 representatives from state Commissions, states, and Federal agencies attending the conferences, 390 were women. Nineteen state Commissions reported activities such as influencing the passage of equal pay or minimum wage laws applicable to both men and women and participating in poverty programs and adult education. Participants in 11 workshops discussed questions of popular interest, and six discussed practical procedures and techniques that all Commissions need to be familiar with. Speeches stressing the importance of women's role in national life were presented by Lyndon B. Johnson, Hubert H. Humphrey, W. Willard Wirtz, Elizabeth Carpenter, John W. Macy, Jr., Maurine B. Neuberger, Mary Dublin Keyserling, William J. Cohen, Aileen C. Hernandez, and Franklin D. Roosevelt, Jr. Key ideas which emerged from the speeches, reports and discussions were: (1) Women should recognize and fulfill the responsibilities which accompany newly acquired rights, (2) Benefits of labor standards acquired for women should be extended to men where this is appropriate and possible, (3) Fathers, husbands, brothers must be educated to encourage aspirations and achievement of girls and women, and (4) Women should pursue excellence in education, family life, community participation, and employment. Pertinent facts about Commission reports, summaries of workshop discussions, excerpts from speeches, and directory of participants are included. (FP)

VT 004 556 ED 027 373
Younie, William J., Ed.
Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth. Vol. 48, No. 10.

Virginia State Dept. of Education, Richmond. Special Education Service
EDRS PRICE MF-$0.50 HC-$3.85
Pub Date - Jun66 75p.

*EDUCABLE MENTALLY HANDICAPPED; *PROGRAM DEVELOPMENT; MENTAL RETARDATION; *VOCATIONAL EDUCATION; *WORK STUDY PROGRAMS; SPECIAL EDUCATION; STANDARDS; *GUIDELINES
*INSTITUTE FOR LOCAL DIRECTORS OF SPECIAL EDUCATION, CHARLOTTESVILLE, VIRGINIA, MARCH 3-5, 1965

An outcome of the Institute for Local Directors of Special Education held in Charlettesville, Virginia, March 3-5, 1965, the document recognizes the great variance in local conditions and is intended as a guide for local administrators rather than a statement of specific policy. Sections included: (1) "Historical Perspectives" by Jennie Brewer, (2) "Philosophical Guidelines" and "Organizational Guidelines" by William J. Younie, (3) "Curriculum Guidelines" by Jennie Brewer and Howard L. Sparks, (4) "Administrative Directions" by Harrie M. Selznick, and (5) "State Rehabilitation Services" by R.W. McLemore. In the final section, "Some Capsule Programs," intended to stimulate thinking about terminal programs, William J. Younie presents nine program descriptions each of which is a composite of two or more actual programs. (JK)

VT 005 436 ED 024 778
DiMichael, Salvatore G., Ed.
New Vocational Pathways for the Mentally Retarded.

American Personnel and Guidance Association, Washington, D.C.
American Rehabilitation Counseling Association
DOCUMENT NOT AVAILABLE FROM EDRS.
American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W.. Washington, D.C. 20009 ($1.00).
Pub Date - 66 60p.

CONFERENCE REPORTS; *PREDICTIVE MEASUREMENT; *VOCATIONAL ADJUSTMENT; *WORK EXPERIENCE PROGRAMS; *LONGITUDINAL STUDIES; FOREIGN COUNTRIES; POLITICAL INFLUENCES; CULTURAL FACTORS; *MENTALLY HANDICAPPED; VOCATIONAL EDUCATION; FOLLOWUP STUDIES; VOCATIONAL REHABILITATION
*ABRAHAM JACOBS MEMORIAL SYMPOSIUM; AMERICAN REHABILITATION COUNSELING ASSOCIATION

The focus of the Abraham Jacobs Memorial Symposium was the rehabilitation of the mentally retarded. In "Predictive Studies of Vocational Adjustment," Henry V. Cobb and Shirley Epir discuss (1) the history of treatment of the retarded in the United States, (2) problems in predictive research with the retarded, and (3) difficulties in the application of research findings. In "Vocational Preparation of the Retarded During School Years," Evelyn Deno presents implications for school planning discovered in a research and demonstration project with the Minneapolis Public Schools. Two implications cited are (1) The curriculum and methods used in the conventional special-class program need to be redesigned, and (2) More service options should be provided because of diversity of needs among school-age retarded. In "Work-Study Programs for the Mentally Handicapped,", Merle B. Karnes describes a Champaign, Illinois, program with classes at the elementary, junior high, and senior high levels. In "Longitudinal Follow-Up Studies of Community Adjustment," Don C. Charles discusses the usefulness of longitudinal research with the mentally retarded. In "Key Political and Cultural Factors Influencing Services for the Retarded in Western Europe and the United States," David D. Komisar compares programs in other countries with those in the United States. (CH)

VT 005 605 ED 022 902
Greco, Stephen R., And Others
Report. Legislative Document (1967), No. 4.

New York State Joint Legislative Committee on Migrant Labor, Albany
EDRS PRICE MF-$0.50 HC-$4.10
Pub Date - 67 80p.

*LABOR PROBLEMS; *AGRICULTURAL LABORERS; *MIGRANT WORKERS; *LABOR LEGISLATION; *INVESTIGATIONS; STATE LEGISLATION; STATE PROGRAMS; CHILD WELFARE; MINIMUM WAGE LEGISLATION; SOCIAL WELFARE
NEW YORK

Living and working conditions of the migrant farm worker were investigated to develop corrective legislation and arouse sympathetic public opinion. The report (1) describes characteristics of migrant farm workers and families, (2) itemizes migrant health projects in existence, (3) narrates observations of tours to migrant labor camps, (4) reports public hearings, (5) itemizes bills introduced concerning migrant laborers, (6) contains reports from the Department of Social Welfare, State Education Department and the State Council of Churches, and (7) summarizes committee activities and accomplishments. Findings showed migrant worker families to be living under conditions which equated in some instances the worst city slums. Recommendations include changes in legislation to (1) extend present codes to smaller camps and year-around laborers, (2) expand the Child Welfare Centers, (3) amend the minimum wage law to include agricultural workers, and (4) include farm laborers under insurance programs. (DM)

VT 005 728 ED 025 601
Collins, Joseph W., Jr.; Weisberg, Richard
Training Needs in Correctional Institutions. Manpower Research Bulletin 8.

Office of Manpower Policy, Evaluation and Research, (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.20

Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Ave., N.W. Washington, D.C., 20210.
Pub Date - Apr66 22p.

*VOCATIONAL EDUCATION; *CORRECTIONAL EDUCATION; *EDUCATIONAL NEEDS; *PRISONERS; *INDIVIDUAL CHARACTERISTICS; EDUCATIONAL EXPERIENCE; REHABILITATION PROGRAMS; EMPLOYMENT EXPERIENCE; WORK EXPERIENCE; FEDERAL PROGRAMS
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

This report presents an analysis of the special training needs of inmates in correctional institutions in recognition of the contribution that occupational training can make in restoring the ex-prisoner as a productive member of our society and reducing the great recidivism. The bulletin presents a profile of characteristics of prison inmates and analyzes some of the handicaps they face in the job market. Although more than 100,000 persons leave Federal and State prisons each year, few of them receive the kind of training in prison which would enable them to compete successfully for jobs. At least one-third of all releasees from Federal and State correctional institutions return as prisoners. Specific topics covered in this report include: the kinds of jobs held before imprisonment, the training and education available in correctional institutions, and the employment experience of releases. (CH)

VT 006 327 ED 024 790
Manpower Development and Training in Correctional Programs. MDTA Experimental and Demonstration Findings No. 3.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$9.55
Pub Date - 68 189p.

*ADULT VOCATIONAL EDUCATION; PRISONERS; *EMPLOYMENT PROGRAMS; *EDUCATIONAL PROGRAMS; *CORRECTIONAL EDUCATION; *FEDERAL PROGRAMS; REHABILITATION COUNSELING; JOB PLACEMENT; EDUCATIONAL PROBLEMS; PROGRAM EVALUATION; PARTICIPANT CHARACTERISTICS; AGENCY ROLE; LEGISLATION; CONFERENCE REPORTS; SPEECHES; PROGRAM ADMINISTRATION; INFORMATION DISSEMINATION
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

Four conferences on manpower development and training in correctional institutions were sponsored by the Manpower Administration to bring together the basic groups of people charged with responsibility in prisoner rehabilitation and to disseminate to them the significant results of experimental, demonstration, and research projects engaged in pre-release manpower training for prisoners. The full report of the first conference plus significant sections of the three later conferences are reprinted here as part of the series of monographs on manpower development and training experimental and demonstration findings published by the Manpower Administration. The conferences were also designed to reach decision makers at state and local levels who would have to coordinate their activities to implement the projected National Pilot Program of Prison Inmate Training under Section 251 of the Manpower Development and Training Act. (CH)

VT 006 504 ED 022 922
Workshop on Job Development for Disadvantaged Youth. Manpower Training Series.

New York Univ., N.Y. Center for the Study of Unemployed Youth
Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.55
Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, 853 Broadway, New York, N.Y. 10003 ($1.00).
Pub Date - Jun67 109p.; Summary of proceedings (New York, N.Y., June 14-15, 1967).

*JOB DEVELOPMENT; *EMPLOYMENT; *DISADVANTAGED YOUTH; *CONFERENCE REPORTS; WORKSHOPS; UNEMPLOYMENT; EMPLOYMENT PROBLEMS; EMPLOYMENT OPPORTUNITIES; EDUCATIONAL NEEDS; GOVERNMENT ROLE; GOVERNMENT EMPLOYEES
ST. LOUIS; MISSOURI; NEW YORK CITY; CHICAGO; ILLINOIS; *WORKSHOP ON JOB DEVELOPMENT FOR DISADVANTAGED YOUTH

In an effort to improve job development efforts to cope with the hard core unemployed, 73 representatives of government agencies, industry, non-profit organizations, Congress, and the Center for the Study of Unemployed Youth met for a workshop. Major panel topics were: (1) Job Development--Where Are We Now? (2) Job Development and the Civil Service, (3) Community Experience in Job Development Programs, and (4) New Dimensions to Job Development. Some presentations were: (1) "Job Development for Disadvantaged Youth, Basic Issues," by F. Cassell, (2) "Job Development and the Labor Market," by R.A. Nixon, (3) "Federal Civil Service and Job Development," by S. Leff, (4) "Job Development in St. Louis," by C. Gatlin, (5) "Industry Approaches to Job Development," by W. Flynn, (6) "The Chicago Job Development Experience," by F.W. Bezanson, (7) "Job Development as a Social Problem," by R. Schrank, (8) "New Dimensions in Job Development," by S. Levitan, and (9) "After Watts," by M. Dymally. A majority of the participants favored removal of artificial barriers to employment and large-scale subsidies to employers to spur the hiring of disadvantaged clients as solutions to employment problems. Discussion by conference participants is reported. (DM)

VT 006 564 ED 027 381
Pruger, Robert; Specht, Harry
Working With Organizations to Develop "New Careers" Programs. Technical Monograph No. 10, Publication No. 110.

Contra Costa Council of Community Services, Walnut Creek, Calif.
Office of Economic Opportunity, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.45
Grant 9279
Contra Costa Council of Community Services, 2717 North Main Street, Suite 9, Walnut Creek, California 94596 ($1.00).
Pub Date - Apr67 47p.

*ECONOMICALLY DISADVANTAGED; PROGRAM DEVELOPMENT; EMPLOYERS; *JOB DEVELOPMENT; *GUIDELINES; UNEMPLOYED; ENTRY WORKERS; OCCUPATIONAL MOBILITY; *PROGRAM GUIDES
*NEW CAREERS PROGRAMS

This report on a job creation program for poor people deals with the organizations within which jobs were created, the responses of the organizations to the jobs, and the techniques which seemed useful in working with the organizations. Major sections include: (1) Employment, Unemployment and New Careers, (2) Organizational Barriers, (3) The Forms of Resistance, and (4) Program Strategies. The program supported the assumption that poverty is not inherent in the human condition; the impulse to pass something better on to one's children is a major social force. The concept of new careers is a method of harvesting this energy. (JK)

VT 006 999 ED 022 964
Miller, Harold J.
The Effects of Integration on Rural Indian Pupils. Final Report.

North Dakota Univ., Grand Forks
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$8.25 OEG-0-8-078397-1881 24
BR-7-8397
Pub Date - Jun68 163p.

*INTEGRATION EFFECTS; GRADE 9; HIGH SCHOOL STUDENTS; *DISADVANTAGED YOUTH; *SCHOOL ATTITUDES; INTELLIGENCE; ACHIEVEMENT; DISCRIMINATORY ATTITUDES (SOCIAL); RACIAL SEGREGATION; STUDENT CHARACTERISTICS; WORK ATTITUDES; *RURAL YOUTH; *AMERICAN INDIANS; SOCIAL RELATIONS; *RACIAL INTEGRATION; CULTURAL BACKGROUND; STUDENT ATTITUDES

To determine how attending predominantly non-Indian schools affected rural Indian pupils, a study of 12 schools was conducted with specific objectives to: (1) determine differences by type of school attended and sex, (2) isolate and identify cultural conditions related to differences, (3) determine the comparative status of Indian pupils by reservation area, (4) gain insight into the social relationships of Indians with their non-Indian peers, and (5) establish a working background of data for longitudinal studies. Major findings were: (1) There appeared to a consistent, positive relationship between low cultural, economic, and social levels and low achievement, low intelligence, high alienation, negative attitudes toward school, and low vocational maturity, (2) Integrated Indian pupils appeared to accept the values of the majority non-Indian society to a greater extent than did segregated Indians, and (3) Within each classroom, a segregated situation generally existed. Some educational implications were: (1) Transfer of pupils to integrated schools in grade 9 may be potentially more harmful than helpful, (2) Grouping classes by achievement, resulting in racial segregation, requires re-examination, and (3) Extensive and inviting adult education programs geared to the needs and problems peculiar to the Indian adult would assist in the transfer of favorable attitudes to the next generation. (DM)

VT 007 221 ED 026 501
Evaluation of the Project In-School Youth Work Training Program for Fourteen and Fifteen Year Old Youth.

Detroit Public Schools, Mich. Program Evaluation Section
EDRS PRICE MF-$0.25 HC-$1.35
Pub Date - Jan68 25p.

*WORK EXPERIENCE PROGRAMS; *DROPOUT PREVENTION; *POTENTIAL DROPOUTS; *JUNIOR HIGH SCHOOL STUDENTS; *PROGRAM EVALUATION; FOLLOWUP STUDIES; PROGRAM DEVELOPMENT; DISADVANTAGED YOUTH; PROGRAM EFFECTIVENESS *PROJECT IN SCHOOL YOUTH WORK TRAINING PROGRAM; DETROIT PUBLIC SCHOOLS; ELEMENTARY SECONDARY EDUCATION ACT TITLE I PROGRAM; ESEA TITLE I PROGRAM

A project to provide in-school work experiences for 14 and 15 year old junior high school students was conducted for the purpose of: (1) encouraging them to remain in school after the age of 16, (2) improving their school attendance and scholastic achievement, (3) providing opportunities for growth in the ability to work and explore aspects of the world of work, and (4) providing income, sound work habits, work training, and sellable skills for pupils from low income families. Data from the fall term of 1966 on 140 pupils who had participated in the program were compared with data from the fall term of 1965. A follow-up was conducted on 42 students who had participated in the project. The chi-square test of significance show no statistically significant changes in the frequency counts of absences or tardiness or changes in the distribution of academic grades or citizen marks. Case studies indicate that individual students did show progress in academic performance, in attitude toward school, and in social demeanors. In general, the program met only the objectives of providing earned financial assistance to needy pupils and providing pupils with supervised work experiences which will better prepare them for entry into the world of work. (MM)

VT 007 353 ED 026 506
Survey of Employer Experience and Opinions Concerning Mentally Retarded Persons as Employees.

Jewish Employment and Vocational Service, St. Louis, Mo.
EDRS PRICE MF-$0.25 HC-$1.45
Pub Date - 10Feb68 27p.

*EMPLOYMENT; INDUSTRY; QUESTIONNAIRES; *VOCATIONAL REHABILITATION; *INDUSTRIAL TRAINING; *EMPLOYER ATTITUDES; *MENTALLY HANDICAPPED; EMPLOYMENT PRACTICES; PERSONNEL POLICY; PERSONNEL SELECTION; OCCUPATIONAL SURVEYS ST. LOUIS; *PROJECT INDUSTRIAL TRAINING RESOURCES

The Industrial Training Resources Project is an attempt to establish a model for use of industrial training facilities in the vocational rehabilitation of mentally retarded persons. The present study was conducted to help assess the climate of employer receptivity and understanding of the project. The multiple objective included: (1) creating employer interest and participation, (2) training of supervisors who become involved, and (3) preparing retardates for assignment to employer programs. Data were collected through a survey questionnaire sent to 720 employers. The survey revealed employer receptivity to employment of retardates in both large and small companies, and emphasized the need for training of supervisors who are to work with retardates. Specific questions covered by the survey include: Would you anticipate difficulty with a union in your company in the hiring of mentally retarded employees? Would you expect any problems with your insurances if you hired mentally retarded employees? Are there any occupations in your company for which you think it practical to waive educational requirements for persons otherwise qualified to do the work? (CH)

VT 007 503 ED 028 257
Experimental and Demonstration Project for Rural Workers at Tuskegee Institute (1966-1967). (February 1, 1966-August 31, 1968). Final Report.

Tuskegee Inst., Ala.
Alabama State Employment Service, Montgomery
Alabama State Dept. of Vocational Education, Montgomery
Manpower Administration (DOL), Washington, D.C.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.50 HC-$19.80 82-01-66-35
Pub Date - 31Aug68 394p.

EXPERIMENTAL PROGRAMS; BREADWINNERS; *ADULT VOCATIONAL EDUCATION; *DEMONSTRATION PROJECTS; *UNEMPLOYED; *UNDEREMPLOYED; *RURAL POPULATION; BRICKLAYERS; CARPENTERS; FOOD PROCESSING OCCUPATIONS; NURSES AIDES; FEDERAL PROGRAMS; ADMISSION CRITERIA; BASIC SKILLS; VOCATIONAL COUNSELING; PARTICIPANT CHARACTERISTICS; COMMUNITY INVOLVEMENT; STUDENT EVALUATION; JOB PLACEMENT; VOCATIONAL FOLLOWUP TUSKEGEE INSTITUTE; ALABAMA; MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

A project to provide basic education, counseling and occupational training to 125 unemployed or underemployed heads of families or households from rural areas of Alabama, and to secure employment for them at the conclusion of the program was conducted at Tuskegee. The four technical areas in which training was offered were brickmasonry, carpentry, meat processing, and nurse aide. Distinguishing characteristics of the project included its emphasis on research, experimentation, and demonstration. Training was designed to provide (1) observation of what happened in the training, (2) analysis of its effect on trainees, and (3) a determination of how this experience brought about the measured results. Part I of the report concerns the rationale of the project. Recruitment, selection, and a description of the trainees are dealt with in Part II. Part III includes a description of the processes and techniques used in providing basic education, counseling, and technical skill training. It also includes an account of an experiment involving selected communities from which some of the trainees come. Part IV provides data on the evaluation of the performance of the trainees, relates the activities involved in job development, placement and followup, and contains an analysis with conclusions of the entire project. (MU)

VT 007 723 ED 026 526
Rull, Marvin H.; Moore, Richard O.
A Demonstration Training Program for Potential School Dropouts. A Service Station Training School for Dropout-Prone Students.

Quincy Public School District No. 172, Ill.
Southern Illinois Univ., Edwardsville
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.20 OEC-5-85-053 08
BR-5-0003

Pub Date - Aug68 82p.

DEMONSTRATION PROGRAMS; *TRAINING LABORATORIES; *DROPOUT PREVENTION; JOB TRAINING; JOB PLACEMENT; STUDENT ATTITUDES; STUDENT EVALUATION; PERFORMANCE; PROGRAM DESCRIPTIONS; *VOCATIONAL EDUCATION; *WORK EXPERIENCE PROGRAMS; CONTROL GROUPS; PROGRAM EFFECTIVENESS; *VOCATIONAL DEVELOPMENT
*SERVICE STATION TRAINING SCHOOL; QUINCY PUBLIC SCHOOLS; ILLINOIS; CURRICULUM DEMONSTRATION PROGRAM

One phase of the curriculum demonstration program sponsored jointly by the Quincy Public Schools and Southern Illinois University is the Service Station Training School described within this report. The Service Station Training School was one of several sheltered work stations which were developed to provide preemployment experiences and training for dropout prone students. Objectives of the program included: (1) reduction of dropout rate by making in-school experiences more meaningful, (2) preemployment classroom training prior to actual need for employment, (3) an opportunity to emphasize desirable work habits and attitudes, and (4) motivation of the student by providing a wage earning opportunity in connection with his school experience. The Service Station Training School has served approximately 100 students since its beginning - approximately 30 within any one school year. Followup of students completing the program indicate that only three are employed in work allied to the service station; however, none are listed as unemployed. (CH)

VT 007 774 ED 026 530
Gurin, Gerald
Inner-City Negro Youth in a Job Training Project: A Study of Factors Related to Attrition and Job Success. Final Report.

Michigan Univ., Ann Arbor. Survey Research Center
Manpower Administration (DOL), Washington, D.C.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.85 OEC-5-10-243; 82-21-14 24
BR-5-0075

Pub Date - Dec68 155p.

EXPERIMENTAL PROGRAMS; *ADULT VOCATIONAL EDUCATION; *NEGRO YOUTH; OUT OF SCHOOL YOUTH; UNEMPLOYED; UNDEREMPLOYED; URBAN DROPOUTS; FUNCTIONAL ILLITERACY; *INDIVIDUAL CHARACTERISTICS; *SUCCESS FACTORS; *PROGRAM EVALUATION; MOTIVATION; STUDENT ATTITUDES; VOCATIONAL FOLLOWUP; BASIC SKILLS
*PROJECT JOBS; CHICAGO; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

Results of a study of an experimental and demonstration job training project (Chicago JOBS Project) for approximately 1,500 underemployed "functionally illiterate" inner-city Negro youth are reported. The project, which lasted from September of 1963 to the summer of 1964, included basic education, vocational training, and group and personal counseling. The study focused on individual rather than program factors related to success, using data derived from questionnaires and interviews with 339 trainees, their mothers, job supervisors, and project staff. A secondary focus of the study was more on the training program itself and reactions of the trainees to the different aspects of the program. Trainees were interviewed upon entering the project, at its completion, and again six to nine months after leaving it. Among the conclusions were: (1) Skill training is clearly the most significant aspect of these manpower programs, even when heavy emphasis is placed on other things, (2) Basic education components of these programs must focus around content that is clearly and obviously job-related, (3) The counselor's personal interest, sympathy, and supportive functions may be more important than the more formal socializing functions, and (4) While the post-training employment of program completers was more regular than that of dropouts, there were no significant wage differences. (ET)

VT 007 854 ED 027 415
Fliegel, Frederick C.
The Low-Income Farmer in a Changing Society.

Pennsylvania State Univ., University Park. Agricultural Experiment Station
EDRS PRICE MF-$0.25 HC-$2.05
Bull-731
Pub Date - Mar66 39p.

*FARMERS; *SOCIOECONOMIC STATUS; *INDIVIDUAL CHARACTERISTICS; ASPIRATION; *LOW INCOME; SOCIAL CHANGE; THEORIES; *PERSISTENCE; JOB SATISFACTION
PENNSYLVANIA; FAYETTE COUNTY

To identify some major differences among low-income farmers, and delineate that group representing the real core of the persistently poor, data were obtained from 189 farm operators representing a stratified random sample in Fayette County, Pennsylvania in 1957. The five main categories of individuals identified were: (1) the aged, (2) the physically handicapped, (3) the farm operator primarily oriented to non-farm opportunities, (4) the farm operator oriented to commercial agriculture, and (5) the farm operator oriented to subsistence agriculture. The characteristics of the core of low-income subsistence farmers who normally do not respond to either welfare or economic development efforts were examined in greater detail. It was found that they (1) retained traditional values while having lost many traditional subsistence skills, (2) failed to respond to greater agricultural efficiency and productivity efforts because commercial success was not highly valued, (3) placed extreme emphasis on neighborliness and friendliness as their primary goals, and (4) must respond to an attempt to change prestige orientation if their cycle of poverty is to be broken. (DM)

VT 007 885 ED 028 270
Sheppard, Harold L.; Striner, Herbert E.
Civil Rights, Employment, and the Social Status of American Negroes. Studies in Employment and Unemployment.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Commission on Civil Rights, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.45 Contract CCR-66-5
W.E. Upjohn Institute for Employment Research, 1101 Seventeenth Street, N.W., Washington, D.C. 20036 (single copies without charge).
Pub Date - Jun66 87p.

*NEGROES; DISADVANTAGED GROUPS; *CIVIL RIGHTS; *SOCIOECONOMIC STATUS; *NEGRO EMPLOYMENT; NEGRO EDUCATION; RACIAL DISCRIMINATION; EMPLOYMENT PROBLEMS; EMPLOYMENT SERVICES; JOB TRAINING; SELF HELP PROGRAMS; *RESEARCH NEEDS; PROGRAM IMPROVEMENT; FAMILY STRUCTURE

The purpose of this bulletin is to briefly review relationships of employment, income, and family structure to civil rights of the American Negro population in recent years, and to stimulate the design of new and more effective policies and of more penetrating research activities regarding these relationships. Economic, sociological, and psychological dimensions of the problem of assuring civil rights for the Negro minority are sketched. The observations and factual content of the bulletin are based on a broad background of research and action-program experience in the fields of manpower and community development. Frequent use is made of tables to present data which is discussed fully. The information and discussion is used to form specific conclusions having policy, program, and research implications for governmental agencies. General research needs, such as better surveys of Negro social and economic characteristics, and a permanent clearinghouse for research results, are discussed. In addition, 19 specific areas in which sociological, psychological, and economic research is necessary are presented with suggestions regarding the nature of the needed research. Although the report focuses on Negroes, many of the points and recommendations are equally applicable to other minorities as well as other groups of disadvantaged individuals. (ET)

VT 007 904 ED 028 274
Rast, Robert
Research and Demonstration for Nurse' Aide Training.

Saint Philip's Coll., San Antonio, Tex.
Texas Occupational Research Coordinating Unit, Austin
EDRS PRICE MF-$0.25 HC-$2.25
Pub Date - 68 43p.

*MENTALLY HANDICAPPED; *HEALTH OCCUPATIONS EDUCATION; *NURSES AIDES; PSYCHOLOGICAL TESTING; *PROGRAM DESCRIPTIONS; JOB PLACEMENT; *DEMONSTRATION PROJECTS; CURRICULUM; STUDENT CHARACTERISTICS; CASE STUDIES (EDUCATION)

A cooperative pilot project was conducted to determine the feasibility of training mentally retarded individuals to function in a hospital setting. The 3-month nurse aide training program included 1 month of formal classroom training at the college and 2 months of supervised training in a hospital. A total of 51 students entered four classes over a 1-year period. Seventeen of the students were employed as nurse aides almost immediately upon graduation. Eight were placed by the counselor in civil service jobs which provided the opportunity for higher salaries; however, it was believed that this group would otherwise have been employed as nurse aides. Fourteen students married, were ill, or were unavailable for follow-up. Two were not employed but were waiting for placement as nurse aides. Thirteen were unable to complete the program for reasons ranging from inability to learn simple procedures to behavior problems which accounted for the greatest number of failures. Recommendations included: (1) requirements of a minimal reading level, (2) allowance of program time for adjustment, and (3) screening in relation to behavior and adjustment. Scores are presented for various psychological tests. (JK)

VT 008 189 ED 028 299
The Role of Organized Labor in the Vocational Training and Placement of Hard-Core Youth.

Massachusetts State Labor Council, AFL-CIO, Boston. Community Services Activities Committee
Massachusetts Univ., Amherst. Labor Relations and Research Center
Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$6.15 7:JD:67219-7:JD:66216
Pub Date - 121p.

*DELINQUENT REHABILITATION; *DELINQUENCY PREVENTION; *SKILL DEVELOPMENT; *JOB PLACEMENT; *COMMUNITY INVOLVEMENT; DELINQUENCY CAUSES; WORK ATTITUDES; VOCATIONAL EDUCATION; SKILL CENTERS; LABOR UNIONS; ACTION PROGRAMS (COMMUNITY); PROGRAM DESCRIPTIONS; CONFERENCES; WORKSHOPS

This is a report of a training project conducted in Massachusetts to explore mechanisms through which organized labor might involve itself more fully in new and existing programs for preventing and controlling youth crime. Specifically, the objectives were: (1) to explore the problem of the young offender, (2) to explore what is being done for the young offender and by whom, and (3) to explore what might be the role of labor in these existing programs or what new programs labor might develop. The training project became operative in July 1966 and was subsequently continued until March 15, 1968. This report concerns itself with the following areas of the project: (1) planning, (2) conference, (3) workshops and training sessions, (4) impact and recommendations. Recommendations include: (1) a program of trained, on-the-job counselors, (2) creation of skill centers, and (3) active support by organized labor of legislation pertaining to progressive correctional matters. (CH)

PHILOSOPHY
AND OBJECTIVES
SECTION

VT 004 301 ED 027 372
Focus on Vocational Education. NAM Congress of American Industry. (72nd, New York, Dec. 8, 1967).

National Association of Manufacturers, New York, N.Y. Education Committee
EDRS PRICE MF-$0.25 HC-$1.25
Pub Date - 67 23p.

*CONFERENCE REPORTS; *VOCATIONAL EDUCATION; *EDUCATIONAL TRENDS; FINANCIAL SUPPORT; *FEDERAL AID; EDUCATIONAL NEEDS; MILITARY TRAINING; FINANCIAL NEEDS; EDUCATIONAL FINANCE; FEDERAL LEGISLATION; POVERTY PROGRAMS; EDUCATIONAL PLANNING; EDUCATIONAL CHANGE; JOB TRAINING; SPEECHES; FEDERAL PROGRAMS
*NATIONAL ASSOCIATION OF MANUFACTURERS CONGRESS OF AMERICAN INDUSTRY, DECEMBER 8, 1967, NEW YORK, NEW YORK

The Congress of American Industry of the National Association of Manufacturers attempted in their conference to answer some questions related to defining vocational education, directing vocational education, and the role of the U.S. Office of Education. Major papers presented were: (1) "New Directions in Vocational Education," by Grant Venn, (2) "The Need to Invest in Education," by Sar Levitan, and (3) "The Dispersement of Vocational Education Funds to the State," by Albert H. Quie. The text of the questions and answers session, which was held following the presentations, is included. (CM)

VT 004 392 ED 021 999
Venn, Grant
Education--the Bridge Between Man and His Work, The Samuel Leonard Fick Lecture on Industrial Education.

EDRS PRICE MF-$0.25 HC-$0.80
Pub Date - 67 14p.; Speech delivered at the Annual Conference on Industrial Education (29th, Sacramento, March 14-17, 1967).

*VOCATIONAL EDUCATION; *EDUCATIONAL CHANGE; *EDUCATIONAL RESPONSIBILITY; *VOCATIONAL DEVELOPMENT; PROGRAM PROPOSALS; *EMPLOYMENT; EDUCATIONAL NEEDS; SPEECHES

Historically, man's educational system and preparation for a role in society has been based on a concept of stability. Our's is the first generation which must educate and reeducate to new dimensions of time and change. Today a person's role in society is determined almost exclusively by his work role. This concept leads to several conclusions: (1) Vocational education must become a part of all levels of education to assist individuals in the transition from school to work, (2) Educators must help students make this transition, and (3) Schools and colleges must make learning how to work a part of their program. Programs which give all persons the opportunity to serve a useful purpose must be developed. Ways to bridge the gap between man and his work are to establish exploratory occupational programs in junior high schools, a nationwide work-study program, and an entry-job placement system, and to construct residential vocational schools. Man's work must be recognized as his most important product and education must become the link between man and his work. (EM)

VT 005 172 ED 028 241
Draper, Dale C.
Educating for Work. A Report on the Current Scene in Vocational Education and The Committee's Conclusions. National Committee Paper No. 2.

National Association of Secondary School Principals, Washington, D.C. National Committee on Secondary Educ.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00).
Pub Date - 67 118p.

*VOCATIONAL EDUCATION; *FEDERAL LEGISLATION; ENROLLMENT; *EDUCATIONAL NEEDS; *MANPOWER NEEDS; CURRICULUM; YOUTH PROGRAMS; ADMINISTRATIVE ORGANIZATION; *EDUCATIONAL IMPROVEMENT; INSTRUCTIONAL INNOVATION; EDUCATIONAL PLANNING
*NATIONAL COMMITTEE ON SECONDARY EDUCATION; NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS; NASSP

To explore questions such as: (1) What kind of vocational training is really needed? (2) How much should be specific, and how much general? (3) At what levels of the educational ladder can vocational content best be inserted? (4) How much can be done within the present framework of our secondary schools, and what sort of new institutions are required? Dale C. Draper undertook a fact-finding study in which he read widely, interviewed many key persons, and visited various types of vocational centers. His report in the first major section of the document, covers (1) basic legislation, (2) students to be served, (3) the manpower situation, (4) curriculum innovations and issues, (5) vocational education for unemployed youth, and (6) the administration of vocational education. Also included are the Committee's 10 conclusions after reviewing the report. Among needs identified were: (1) preparation by the public educational system of all young people for effectiveness in the world of work, (2) provision of a complete program of vocational education beginning when the individual enters school, and (3) the necessity of special efforts on behalf of students who are not achieving in school. (JK)

VT 005 603
The Industrial Training Act, Report of the BACIE Conference (London, 29 April, 1964).

British Association for Commercial and Industrial Education, London (England)
MF AVAILABLE IN VT-ERIC SET.
British Association for Commercial and Industrial Education, 26a Buckingham Palace Road, London, S.W. 1, England ($1.20).
Pub Date - 64 38p.

CONFERENCE REPORTS; *FEDERAL LAWS; *VOCATIONAL EDUCATION; *INDUSTRY; *LABOR UNIONS; FEDERAL PROGRAMS; FOREIGN COUNTRIES
BACIE CONFERENCE, LONDON, ENGLAND, APRIL 29, 1964; BRITISH ASSOCIATION FOR COMMERCIAL AND INDUSTRIAL EDUCATION; INDUSTRIAL TRAINING ACT; *ENGLAND

The British Industrial Training Act was the major subject of a British Association for Commercial and Industrial Education (BACIE) Conference held in London, England on April 29, 1964. Major speeches were: (1) "The Industrial Training Act," by Joseph Godber, (2) "Legislation, Industry, and Education," C. Henniker-Heaton, (3) "Trade Unions and The Industrial Training Act," by G.H. Lowthian, and (4) "Summing-up," by J.G. Stewart. The discussion of conference participants is included. (DM)

VT 005 740
Devore, Paul W.
Technology, An Intellectual Discipline.

American Industrial Arts Association, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
American Industrial Arts Association, 1201 16th Street, N.W., Washington, D.C. 20036.
Pub Date - 8p.

*INDUSTRIAL ARTS; TECHNOLOGY; *INTELLECTUAL DISCIPLINES; *EVALUATION CRITERIA; FUNDAMENTAL CONCEPTS; *EDUCATIONAL PHILOSOPHY

Each industrial arts teacher is essentially engaged in the study of technology, a common endeavor of all mankind. Some are concerned as to whether or not this field can be identified as an intellectual discipline. If it can be so identified it will be more readily acceptable and necessary in the education of all youth. Any discipline has a tradition, a history, a body of knowledge which has gained acceptance by scholars, an organized structure, and a theoretical base. It must address itself to significant problems of man and society, and relate to man and the future. There is evidence that industrial arts is a discipline provided its foundation is technology and applied science. Technology is a dynamic and vital force because man does not accept known answers as absolute or as fixed entities. It has undergone recent revolutions in four areas: the substitution of materials through chemistry, improved criteria used in industrial standards and specifications, improved methods of materials processing, and developing systems of energy supply. However, the organization or structure of its body of knowledge has not been shown. Such a structure can be organized into major instructional or core areas as: the construction industries, communication industries, manufacturing industries, transportation industries, research and development industries, the organization and management of work, crafts, and services. (EM)

VT 006 163
Peterson, Milo J.
Vocational Education at the High School Level.

National Committee for Children and Youth, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - [64] 15p.

*VOCATIONAL AGRICULTURE; EDUCATIONAL PHILOSOPHY; *EDUCATIONAL PROGRAMS; EDUCATIONAL RESPONSIBILITY; SECONDARY EDUCATION; POST SECONDARY EDUCATION; ADULT FARMER EDUCATION; *RURAL SCHOOLS; *EDUCATIONAL OPPORTUNITIES; YOUTH CLUBS

Vocational education is a major responsibility of comprehensive high schools. True community schools are equally sensitive to both the needs of those who will remain in the community and those who will leave to seek their futures elsewhere. Adult education is an integral function. The fact that 80 percent of our high school students will not graduate from college indicates an overemphasis on college preparatory curriculum. A six state sample studied by the President's Panel in 1962-63 revealed that in rural communities less than one-half of the schools offered agriculture or home economics, and industrial and distributive education were practically non-existent. Vocational agriculture has been demonstratively successful in providing adult education, post high school education, and secondary education. Care must be exercised that the critical need for vastly expanded vocational education in the cities is accomplished without detriment to the need for expanded and improved agriculture and home economics programs in rural America. (DM)

VT 006 208 ED 022 913
Education for Nursing Practice; Report of the New York State Nurses Association 1966 Arden House Conference.

New York State Nurses Association, Albany
EDRS PRICE MF-$0.25 HC-$2.90
Pub Date - 66 56p.

*CONFERENCES; *PROFESSIONAL ASSOCIATIONS; *NURSING; NURSES; *HEALTH OCCUPATIONS EDUCATION; *PROFESSIONAL EDUCATION; GRADUATE STUDY; ADULT VOCATIONAL EDUCATION; HEALTH FACILITIES; INSERVICE EDUCATION; *EDUCATIONAL OBJECTIVES; ROLE PERCEPTION; PROGRAM PLANNING; INTERDISCIPLINARY APPROACH

Ninety-six nursing leaders participated in the conference to discuss nursing education, nursing service, and the role of the professional association. It was hoped that similar discussions on the local level would result. Speeches included "The Case for Creativity in Nursing" by Apollinia O. Adams and "Education for ????", separate presentations by Eleanor C. Lambertsen and Jean Campbell. Each of 10 discussion groups considered the overall question: How do we move in an orderly fashion from the present situation to that outlined in the American Nurses Association Position Paper on Education? In addition, each group was assigned one of the following topics and presented pertinent recommendations: (1) Cooperation of nursing education and nursing service in the preparation of the practitioner, (2) More effective control of nursing by the nursing profession, (3) Joint responsibility of education and service for the stimulation of research, (4) Expectations and responsibility of nursing service in the preparation of the practitioner, (5) Preparation and role of the clinical specialist, (6) Planning between education and service for staff development, (7) Dual responsibility of education and service in developing leaders, (8) Achievement of a professional level of nursing practice, (9) Analysis and promotion of quality patient care, and (10) Joint planning for maximum use of clinical and educational facilities. (JK)

VT 006 227
Runge, William B.
Philosophy and Objectives for Vocational and Technical Education in New Mexico Now and in the Future. Work Project No. 11.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun68 31p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *EDUCATIONAL PHILOSOPHY; *EDUCATIONAL OBJECTIVES; EDUCATIONAL IMPROVEMENT
NEW MEXICO

Some basic statements of philosophy and objectives underlying vocational and technical education in New Mexico are: (1) Vocational and technical education is an integral part of the total public educational program, (2) Citizens should have the opportunity to be enrolled and trained in programs that are high quality and based upon their abilities, interests, and needs, (3) Curriculum offerings should be developed around employment needs, (4) Strong leadership and support is imperative to the further development of vocational and technical education, (5) Locational educational units must be responsible for adequate instructional facilities and materials, (6) Vocational counseling and guidance services should be made available to all, (7) Exploratory experiences may be provided for students in junior high school, (8) Cooperative work experiences are an integral part of the training program, (9) Curriculum offerings should be made available to meet the needs of employed adults, (10) The educational program should be continuously evaluated, (11) A total state teacher education effort involving institutions of higher learning should be implemented for inservice upgrading of teachers and administrators, and (12) Emphasis should be placed on continuing experimentation and research. General objectives are listed for vocational education and specific objectives for each vocational field. (DM)

VT 006 338 ED 025 615
Brookover, Wilbur B.; Nosow, Sigmund
A Sociological Analysis of Vocational Education in the United States.

Michigan State Univ., East Lansing
Department of Health, Education, and Welfare, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.75
Pub Date - [62] 33p.

*VOCATIONAL EDUCATION; *SOCIAL ENVIRONMENT; *CULTURAL INTERRELATIONSHIPS; SOCIAL VALUES; *CONCEPTUAL SCHEMES; SOCIAL STRUCTURE; EMPLOYMENT TRENDS; OCCUPATIONS; WORK ENVIRONMENT; SCHOOL INDUSTRY RELATIONSHIP; SCHOOL COMMUNITY RELATIONSHIP; *SCHOOL ROLE; CULTURAL FACTORS; EDUCATIONAL BENEFITS

The basic functional relationships between vocational education and other institutions and the sociological implications of these relationships were investigated. The analysis was organized into three sections: (1) The Social Setting of Vocational Education. Vocational education is a formalized institutional vehicle which has been introduced into modern industrial societies to facilitate youth's assumption of occupational roles. It is a formal adjunct, as are the schools themselves, to those social mechanisms which differentiate persons within the community and prescribe the type of status which they are expected to assume, (2) Contemporary Vocational Education in the United States. The vocational education program should be designed to prepare youth for a continuing program of adult education throughout life, (3) A Conceptual Approach to the Sociological Analysis of Vocational Education. To understand the social processes related to vocational education, one must understand the social functions which vocational education performs--that is, at any time it reflects the needs of the community and the needs of the individual. (CH)

VT 006 361 ED 027 380
Occupational Education: Changing Contexts. Report No. 1.

Education Commission of the States, Denver, Colo.
EDRS PRICE MF-$0.25 HC-$1.80
Education Commission of the State, 822 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00).
Pub Date - Nov67 34p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *ADVISORY COMMITTEES; *PROGRAM PLANNING; PROGRAM IMPROVEMENT; EDUCATIONAL RESPONSIBILITY; LEADERSHIP RESPONSIBILITY; EDUCATIONAL OBJECTIVES; PROGRAM DEVELOPMENT; COST EFFECTIVENESS; *PROGRAM PROPOSALS; INDUSTRIALIZATION; INTERDISCIPLINARY APPROACH

A task force operating under The Education Commission of the States made five major proposals relating to vocational-technical education: (1) that a human resources council be developed with responsibility for long-range goals for a total community context of education, (2) that an occupational education commission provide leadership and stimulate development of vocational-technical programs to achieve these goals, (3) that a manpower coordinating committee effect maximum system-cost effectiveness of training programs in a coordinative rather than administrative role, (4) that a task force for occupational education and economic development help build up industrial output through new or expanded industries, and (5) that regional learning centers be established to provide leadership in the development of broad interdisciplinary curriculums. School drop-outs, potential drop-outs, and unemployed and underemployed adults were to be the initial target population. Some major principles forwarded were: (1) Education should be given first priority in allocation of human and material resources, (2) Education should be extended outward from the school to the entire community, (3) Instruction should be individualized, and (4) More follow-up and feedback is necessary for maximum program effectiveness. (DM)

VT 006 651
Swanson, Robert
Innovation and the Three Fallacies.Dimensions for Exploration.

State Univ. of New York, Oswego. Coll. at Oswego
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 18p.

*EDUCATIONAL PROBLEMS; *EDUCATIONAL INNOVATION; *EDUCATIONAL PHILOSOPHY; *CHANGING ATTITUDES; *TEACHER ATTITUDES

Three basic problems facing educators involve the fallacies of the "misplaced mission," the "favorite tactic," and the "unexamined practice." These fallacies should be avoided but they can help us analyze problems by serving as guideposts. Acceptance of the possibility that we may be following a "misplaced mission" should allow us to single out an objective or emphasis to follow. It should cause us to state explicit behavioral objectives and to determine whether or not we achieve these objectives. Knowing of our tendency to use a "favorite tactic" should affect the selection of presentation methods, changing whole subject matter, and changing organizational approaches. Acceptance of "unexamined practice" as a concept provides an orientation allowing for unused alternatives to be examined and used. (EM)

VT 006 652
Jarvie, Ian Charles
Technology and the Structure of Knowledge.Dimensions for Exploration.

State Univ. of New York, Oswego. Coll. at Oswego
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 21p.

*SCIENCES; *TECHNOLOGY; PHILOSOPHY; *OBJECTIVES; *KNOWLEDGE
*STRUCTURE OF KNOWLEDGE

From one angle technology is a part of the logical structure of knowledge, and from another angle the whole of knowledge can be regarded as a substructure under technology. In the first instance technology is knowledge of "initial conditions," and in the second, knowledge is part of man's attempt to adapt his environment. Technology has different aims from science; furthermore scientific knowledge is generally taken to be putatively true statements about the structure of the world, while technological knowledge is know-how which works effectively under given conditions; it is "environment specific." Science and technology can be separated, since the laws of science encompass what is physically possible, while technology is closely connected with the several contingent variations within these bounds and includes applied science, invention, and engineering. Also, science addresses its questions to nature while technology puts its questions to both society and nature. Technology is coterminous with our attempts to come to terms with the world, that is, our culture and our society, and as such it contains both pure tools and all knowledge. (EM)

RESEARCH DESIGN
AND RESEARCH DEVELOPMENT
SECTION

VT 002 375
Kneeland, Natalie
Distributive Education--A Guide to Practical Research. Vocational Division Bulletin, no. 301, Distributive Education Series, no. 33.

Office of Education, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
OE-82011
Pub Date - 63 47p.

*DISTRIBUTIVE EDUCATION; *EDUCATIONAL RESEARCH; *RESEARCH OPPORTUNITIES; RESEARCH CRITERIA; *RESEARCH METHODOLOGY; RESEARCH SKILLS; *PROGRAM GUIDES

The purpose of this document is to serve as a guide for the beginner in practical research and as a refresher manual for the experienced researcher. Major units cover: (1) Considering Practical Research (what it is, why do it, who should do it, when and where should it be done), (2) Answering Questions (undertaking research, finding suitable problems, starting, and proceeding), (3) Following Procedures (planning, collecting information, processing information, putting findings to work, evaluating results), (4) Handling Statistical Data (ethical use of statistics, use correct measurements of central tendency, take reliability and variability into account, set up comprehensible tables, show insight in interpreting data), (5) Writing the Reports (create interest, achieve clarity, conform to good writing, use words intelligibly, prepare an acceptable manuscript), (6) Using Visual Aids (determine what to use, prepare visual aids, use visual aids effectively), and (7) Do's and Don'ts lists for practical research. (MM)

VT 002 880 ED 026 457
Goldstein, Harold; Swerdloff, Sol
Methods of Long-Term Projection of Requirements for and Supply of Qualified Manpower. Statistical Reports and Studies.

Bureau of Labor Statistics (DOL), Washington, D.C.
United Nations Educational, Scientific, and Cultural Organization, Paris (France)
DOCUMENT NOT AVAILABLE FROM EDRS.
UNESCO Publications Center, 317 East 34th Street, New York, New York 10016 ($1.00).
Pub Date - 67 46p.

*EMPLOYMENT PROJECTIONS; *MANPOWER NEEDS; *METHODOLOGY; *LABOR SUPPLY; LABOR FORCE; *LABOR MARKET; DEVELOPED NATIONS; OCCUPATIONAL SURVEYS; EMPLOYMENT TRENDS; EMPLOYMENT LEVEL; ECONOMIC FACTORS; RESEARCH NEEDS; BIBILOGRAPHIES

A description of methods of making appropriate projections of manpower requirements and supply in an advanced economy in which a substantial part of economic life is not centrally planned, is the special focus of this paper. Some elements of the methods described are equally relevant to sectors of the economy which are planned, but absence of a central plan for some major sectors makes it necessary to use special techniques of projections for these sectors. The projections of supply are written in the context of 'freedom of choice' of individuals in entering training or fields of work. The first major section deals with projections of requirements, including three common methods: surveys of employers' forecasts, simple extrapolation of historical trends in employment, and analytical methods. The appropriateness of each technique for different purposes and circumstances and the drawbacks of each are discussed. The second section details the methods of projecting labor supply in specific occupations and methods of projecting total labor supply. Relevant illustrations are employed here. A final section discusses the process of comparing projected demand to projected supply. A 40 item bibliography is included. (ET)

VT 004 817 ED 021 058
Mather, Mary E., Ed.
Home Economics Education. Home Economics Research Abstracts--1966, No. 5.

American Home Economics Association, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.70
American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009 ($1.50).
Pub Date - 67 92p.

*ABSTRACTS; *HOME ECONOMICS EDUCATION; *RESEARCH; *DOCTORAL THESES; *MASTERS THESES; PROGRAM PLANNING; PROGRAM EVALUATION; STUDENT EVALUATION; TEACHING METHODS; INSTRUCTIONAL MATERIALS; TEACHER EDUCATION; ADULT EDUCATION; SECONDARY EDUCATION; HIGHER EDUCATION

The 111 abstracts of master's and doctoral research in home economics education, completed in 1966 and submitted by 33 institutions, are classified according to (1) Administration, (2) Program Planning--Secondary, College, and Adult, (3) Evaluation--Secondary, College, and Adult, (4) Methods and Materials, (5) Teacher Education, and (6) Miscellaneous. An author index is included. (FP)

VT 005 229 ED 022 027
Manpower and Automation Research Sponsored by the Office of Manpower, Automation and Training Through June 30, 1965.

Office of Manpower, Automation, and Training (DOL), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.80
Pub Date - Sep65 134p.

*MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; *RESEARCH PROJECTS; *FEDERAL PROGRAMS; GRANTS; RESEARCH PROPOSALS; PROJECT APPLICATIONS; DOCTORAL THESES; GUIDELINES
MANPOWER DEVELOPMENT AND TRAINING ACT

Contracts and grants sponsored under the Manpower Development and Training Act of 1962, as amended, and active for the fiscal year 1965 are described. Subject areas of research include: (1) Counseling and Guidance, (2) Discrimination in Employment, (3) Economic Growth, (4) Education, (5) Employment, (6) Industries, (7) International Experience, (8) Labor Force, (9) Job Finding and Placement, (10) Military Service, (11) Mobility, (12) Occupations, (13) Older Workers, (14) Projections, (15) Resources, (16) Requirements, (17) Technological Change, (18) Training, (19) Unemployment, (20) Women, (21) Workers with Special Employment Problems, and (22) Youth. The contractor, contract number, project title, principal staff, objectives and procedures, status of project, and highlights of findings, if available, are listed for each project. The document is indexed by subject and by contractor. Appendixes contain locations of research reports, guidelines for submitting resource proposals, and guidelines for applications for grants. (DM)

VT 005 426 ED 020 420
Butter, Irene, And Others
Health Manpower Research. Volume I.

Michigan Univ., Ann Arbor. Bureau of Hospital Administration
EDRS PRICE MF-$0.75 HC-$9.40
Pub Date - Jun67 186p.

*HEALTH OCCUPATIONS; *HEALTH PERSONNEL; *RESEARCH; *RESEARCH NEEDS; SEMINARS; RESEARCH SKILLS; RESEARCH METHODS; HOSPITALS; MEDICAL SERVICES; RESEARCH PROPOSALS; WORKSHOPS; RESEARCHERS; DIRECTORIES; INFORMATION SOURCES; EDUCATIONAL NEEDS; EDUCATIONAL PROGRAMS; LITERATURE REVIEWS; ANNOTATED BIBLIOGRAPHIES; OPERATIONS RESEARCH; ECONOMIC RESEARCH; SOCIOLOGY; MANPOWER DEVELOPMENT; MANPOWER UTILIZATION

The two parts of the document reflect the activities carried out to fulfill the primary purposes of a Public Health Service Contract (1) to stimulate further academically based health manpower research, and (2) to examine the field in order to recommend priority areas of health manpower research. Part A includes--(1) reference to a survey paper which discusses health manpower in terms of economic concepts, (2) a report of teaching activities of project members, including a research seminar in hospital and medical care systems and a course in the economics of health, and (3) proposals for studying the cost of medical education, rates of return to physicians, and the international migration of physicians, and a proposal for a workshop dealing with the supply and geographical distribution of health manpower, the cost of restrictive practices and the evaluation of health manpower legislation. Part B includes--(1) the results of a series of surveys describing the status of graduate training for health manpower research, (2) a discussion of the feasibility of developing a training program for health manpower research and the alternative approach of encouraging scholars in the various disciplines to do research in the health manpower area, (3) an annotated bibliography of research projects in health manpower and related areas, (4) a listing of individuals engaged in health manpower research, (5) a tentative list of communication media useful to health researchers, and (6) an annotated bibliography of studies which make use of operations research techniques classified as descriptive models, prescriptive models, measurement studies, and discussion papers. "Health Manpower Research, Volume 2" (VT 005 427) includes the project bibliography and appendixes. (JK)

VT 005 427 ED 022 898
Health Manpower Research. Volume 2.

Michigan Univ., Ann Arbor. Bureau of Hospital Administration
EDRS PRICE MF-$1.75 HC-$20.50
Pub Date - Jun67 364p.

*HEALTH OCCUPATIONS; *HEALTH PERSONNEL; *RESEARCH; HOSPITALS; MEDICAL SERVICES; *BIBLIOGRAPHIES; ECONOMICS; SOCIOLOGY; MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; MASTERS THESES; EDUCATIONAL PROGRAMS; COURSE OBJECTIVES; PROGRAM DESCRIPTIONS; ADMINISTRATION; HEALTH SERVICES; TEXTBOOKS; REFERENCE MATERIALS

Some informational materials used in the project reported in "Health Manpower Research, Volume 1" (VT 005 426 in ARM Fall 1969) are presented. A 97-page bibliography covers manpower, health occupations, planning and legislation, migration of health personnel, staffing and utilization, health economics, and research into health manpower. Appendixes include--(1) a catalog of pertinent text materials consisting mainly of reading lists for economics and sociology courses provided by professors in various universities, (2) a listing of masters' thesis topics in the field of hospital administration, (3) medical care administration educational program materials from several universities including statements of objectives, program descriptions, course listings, and information about graduates of the various programs, (4) information about specific Office of Manpower Policy, Evaluation and Research programs including grants, progress reports, proposals, and a conference report, (5) information and materials relating to manpower research activities at Harvard, Princeton, Pennsylvania State, Wisconsin, and Georgia Institute of Technology, and (6) course outlines and descriptive letters received in response to requests directed to professors for information about training available to potential health manpower researchers. (JK)

VT 005 517
Warren, Richard; Stevens, Dan
Developing a Program of Occupational Education for All. Final Report.

Niles Community Schools, Mich.
Michigan Vocational Education Research Coordinating Unit, Lansing
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 29Jan68 64p.

*OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; OCCUPATIONAL CLUSTERS; INDUSTRIAL EDUCATION; HOME ECONOMICS EDUCATION; BUSINESS EDUCATION; GRADE 7; GRADE 9; *PREVOCATIONAL EDUCATION; QUESTIONNAIRES; *CLASSROOM GUIDANCE PROGRAMS; INSTRUCTIONAL MATERIALS; PILOT PROGRAMS; *CAREER PLANNING; WORK EXPERIENCE
NILES COMMUNITY SCHOOLS; MICHIGAN

During an occupational workshop conducted under the leadership of Educational Research Council of America in Cleveland in August of 1966, an occupational arts unit for the 7th grade level was developed. It was implemented on a pilot program basis in the ensuing school year. Seventh grade occupational arts units of nine weeks in length were set up in the areas of home economics, business, and industrial arts. At least one unit was required of each student and one or two additional could be elected. Through the units the student had an opportunity to work with the tools and materials in each specific occupational area. Time was spent on developing an idea, designing a product, financing the operation, developing job descriptions, advertising, and selling the product. All ninth grade students were required to take a nine week unit entitled "Occupational Information" in which the purpose was to create an awareness of clusters of occupations. Resource people were used. The students' experiences culminated in the initiation of an occupational plan for the tenth, eleventh, and twelfth grades. The purposes of the units seemed to be accomplished and a full scale program for the year 1967-68 was undertaken. Appendixes contain sample materials from the program. (JK)

VT 006 228 ED 022 049
Manpower Research Projects Sponsored by the U.S. Department of Labor, Manpower Administration, Through June 30, 1966.

Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.90
Pub Date - Nov66 136p.

*MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; *RESEARCH PROJECTS; *FEDERAL PROGRAMS; GRANTS; RESEARCH PROPOSALS; GUIDELINES; DOCTORAL THESES; PROJECT APPLICATIONS
MDTA 1962

Contracts and grants sponsored under the Manpower Development and Training Act of 1962, as amended, are described. Included are (1) contracts awarded to universities, individuals and private organizations during the fiscal year 1966, (2) contracts initiated before July 1, 1965 but carried over to 1966, (3) long-range research programs initiated in 1966 by seven colleges and universities, and (4) small grants providing support to Ph.D. candidates writing theses and specialists examining manpower topics. The contract number, the contractor and principal staff, the title, objectives and procedure, and status are given for each project. A subject index and an index to contractors and grantees are included. Reports of projects completed since 1962 are listed with their availability shown. Guidelines to be used in applying for contracts, grants for doctoral dissertations, and grants for research projects are included in the appendixes. (PS)

VT 007 262 ED 026 502
Purcell, Mary Lou, Ed.
Family Relations and Child Development; Home Economics Research Abstracts 1967.

American Home Economics Association, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.65
American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009 ($1.75).
Pub Date - 68 71p.

FAMILY RELATIONSHIPS; *FAMILY LIFE EDUCATION; *CHILD DEVELOPMENT; *EDUCATIONAL RESEARCH; *ABSTRACTS; PARENT CHILD RELATIONSHIP; PROGRAM DEVELOPMENT; EARLY CHILDHOOD EDUCATION; PRESCHOOL CHILDREN; *ANNOTATED BIBLIOGRAPHIES; INDEXES (LOCATERS); MASTERS THESES; DOCTORAL THESES

This publication is one of a continuing series entitled Home Economics Research Abstracts, which annually compiles abstracts of masters theses and doctoral dissertations completed in graduate schools of home economics. These 115 abstracts of Family Relations and Child Development research, completed in 1967, were submitted by 34 graduate schools. Editing and preparation of abstracts for reproduction has been done by representatives of subject-matter sections of the American Home Economics Association. Child development abstracts have been classified under the topics (1) Infant and Young Child, (2) Elementary School Age Child, (3) Adolescents, and (4) Miscellaneous. Family relations abstracts are categorized under the topics: (1) Adolescents, (2) Adults, (3) Family and Parent-Child Interaction, and (4) Program Development. An index of authors is also included in the document. (FP)

VT 007 475 ED 024 824
Taylor, Robert E.
The Center for Research and Leadership Development in Vocational and Technical Education. Progress Report. (April 16-July 15, 1968).

Ohio State Univ., Columbus Center for Vocational and Technical Education
EDRS PRICE MF-$0.50 HC-$3.85 OEG-3-7-000158-2037 08
BR-7-0158
Pub Date - 68 75p.

*RESEARCH AND DEVELOPMENT CENTERS; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *LEADERSHIP TRAINING; INFORMATION SYSTEMS; TECHNICAL EDUCATION; RESEARCH PROJECTS; RESOURCE CENTERS; CLEARINGHOUSES; PERSONNEL; PUBLICATIONS; ADVISORY COMMITTEES; CONSULTANTS; PROGRAM DESCRIPTIONS; STAFF ROLE; ABSTRACTS
*CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION; OHIO STATE UNIVERSITY

Activities of the Center for Vocational and Technical Education at the Ohio State University are reported for the third quarter of the second year of its 5 year contract. The activities are reported under the headings of (1) Staffing, (2) Research and Development Projects, (3) ERIC Clearinghouse on Vocational and Technical Education, (4) Publications, (5) Research Library, (6) Leadership Development, (7) Additional Contracts and Grants, (8) Staff Development, (9) Meeting With Associate Commissioner, Bureau of Research, (10) Advisory Committee Meeting, (11) Center Contributions to Research and Development Activities of Other Agencies, Groups, and Organizations, and (12) Facilities. Some of the 15 continuing research and development projects reported are: (1) A National Survey of the Training and Functions of Guidance Counselors in Vocational Education, (2) Implications of Women's Work Patterns for Program Development in Vocational and Technical Education, (3) Development of Facility Planning Guides for Vocational and Technical Facilities, (4) Individualizing Educational Materials in Vocational Education, and (5) National Seminar on Vocational-Technical Teacher Education. Eleven appendixes include detailed information such as publications and major presentations of the Center and its staff. (HC)

VT 007 611 ED 025 661
Morton, J.E.
On Manpower Forecasting. Methods for Manpower Analysis, No. (2)

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
EDRS PRICE MF-$0.25 HC-$2.95
W.E. Upjohn Institute for Employment Research, 1101 Seventeenth Street, N.W. Washington, D.C. 20036 (single copies without charge).
Pub Date - Sep68 57p.

*EMPLOYMENT PROJECTIONS; *RESEARCH METHODOLOGY; MATHEMATICAL MODELS; *MEASUREMENT TECHNIQUES; *MANPOWER NEEDS; *RESEARCH CRITERIA; RESEARCH PROBLEMS; ECONOMIC RESEARCH; PREDICTION

Some of the problems and techniques involved in manpower forecasting are discussed. This non-technical introduction to the field aims at reducing fears of data manipulation methods and at increasing respect for conceptual, logical, and analytical issues. The major approaches to manpower forecasting are explicated and evaluated under the headings: (1) Some Curve-Fitting Techniques, involving essentially the methods of population forecasting, (2) Direct Manpower Forecasts, which make use of manpower variables only, (3) Derived Manpower Forecasts, which rely on safely predictable variables (population or economic) which are associated with manpower variables, and (4) Econometric Models, which mathematically depict relationships of single or multiple variables. An introductory section discusses the role of manpower forecasting and its historical development. The concluding section discusses the role of manpower forecasting and its historical development. The concluding section reviews the forecasting techniques in terms of the following dichotomies: (1) short-term versus long-term forecasting, (2) stochastic versus the deterministic approach, (3) point versus interval forecasts, (4) unconditional versus conditional forecasts, and (5) first-order versus higher-order forecasts. (ET)

VT 007 618 ED 024 831
Horner, James T.
Summaries of Studies in Agricultural Education, Central Region, 1967-68. An Annotated Bibliography of Studies in Agricultural Education. Departmental Report No. 5.

Nebraska Univ., Lincoln. Coll. of Agriculture and Home Economics
EDRS PRICE MF-$0.50 HC-$4.30
Pub Date - Dec68 84p.

*ABSTRACTS; *ANNOTATED BIBLIOGRAPHIES; *AGRICULTURAL EDUCATION; *EDUCATIONAL RESEARCH; *RESEARCH PROJECTS; MASTERS THESES; DOCTORAL THESES

The 66 studies in agricultural education completed in the American Vocational Association Central Region during 1967-68 are included in this annotated bibliography. The abstracts are organized according to the study's purpose, method, and findings. Included are masters studies, staff studies, and doctoral dissertations. The 70 studies in progress for 1968-69 are also listed. The studies reported are available for loan from university libraries, departments of agricultural education, and state departments of vocational and technical education. (DM)

VT 007 619 ED 024 832
Loreen, C.O.
Abstracts of Research Studies in Agricultural Education Completed in 1967-68 in the Pacific Region.

EDRS PRICE MF-$0.25 HC-$2.00
Pub Date - 68 38p.

*ABSTRACTS; *ANNOTATED BIBLIOGRAPHIES; *AGRICULTURAL EDUCATION; *EDUCATIONAL RESEARCH; *RESEARCH PROJECTS; MASTERS THESES

This compilation of research in agricultural education included 36 studies completed during 1967-68 in the seven states of the American Vocational Association Pacific Region. Masters theses and staff studies are summarized by listing their purpose, methodology, and major findings. (DM)

VT 007 620 ED 024 833
Baker, Richard A.
Summaries of Studies in Agricultural Education, Southern Region, 1967-68.

EDRS PRICE MF-$0.25 HC-$2.50
Pub Date - 68 48p.

*ABSTRACTS; *AGRICULTURAL EDUCATION; *EDUCATIONAL RESEARCH; *RESEARCH PROJECTS; *ANNOTATED BIBLIOGRAPHIES; MASTERS THESES; DOCTORAL THESES

Abstracts of 54 studies in agricultural education completed in the American Vocational Association Southern Region in the years 1967-68 are included in this mimeographed document. Represented are staff studies, doctoral dissertations and masters theses. The individual abstracts include the purpose, method, and findings of the study. (DM)

VT 007 621 ED 024 834
Shontz, David F.
Abstracts of Research Studies in Agricultural Education Completed in 1967-68 in the North Atlantic Region.

EDRS PRICE MF-$0.50 HC-$3.15
Pub Date - 68 61p.

*ABSTRACTS; *ANNOTATED BIBLIOGRAPHIES; *AGRICULTURAL EDUCATION; *EDUCATIONAL RESEARCH; *RESEARCH PROJECTS; MASTERS THESES; DOCTORAL THESES

The 58 research studies in agricultural education completed in 1967-68 in the North Atlantic Region of the American Vocational Association are abstracted in this mimeographed document. Each abstract contains the research study's purpose, method, and major findings. Masters theses, staff studies, and doctoral dissertations are included. (DM)

VT 007 628 ED 024 839
Loreen, C.O.
Studies in Progress in Agricultural Education in the Pacific Region.

EDRS PRICE MF-$0.25 HC-$0.30
Pub Date - Dec68 4p.

*AGRICULTURAL EDUCATION; *BIBLIOGRAPHIES; *RESEARCH PROJECTS; *EDUCATIONAL RESEARCH; MASTERS THESES; DOCTORAL THESES

Agricultural education studies in progress in the American Vocational Association Pacific Region in December 1968 are cited. Included are master's theses, doctoral dissertations and staff studies. (DM)

VT 007 724 ED 025 677
Hull, William L., Ed.; Stevenson, William W., Ed.
Change in Agriculture Education.

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education
Oklahoma Vocational Research Coordinating Unit, Stillwater
Sears-Roebuck Foundation, Skokie, Ill.
EDRS PRICE MF-$0.75 HC-$7.35
Pub Date - 68 145p.; Proceedings of the Annual Southern Research Conference in Agricultural Education (17th, Oklahoma State Univ., July 30-31 and August 1, 1968).

*CONFERENCE REPORTS; *AGRICULTURAL EDUCATION; *EDUCATIONAL RESEARCH; *EDUCATIONAL INNOVATION; *EDUCATIONAL CHANGE; CHANGE AGENTS; ADOPTION (IDEAS); BEHAVIOR CHANGE; DIFFUSION; INSTRUCTIONAL INNOVATION; AGRICULTURAL TRENDS; EDUCATIONAL TRENDS; RESEARCH COORDINATING UNITS; TEACHER EDUCATORS; STATE SUPERVISORS; VOCATIONAL AGRICULTURE; RESEARCH PROBLEMS; SPEECHES; CLEARINGHOUSES; RESEARCH NEEDS
*SOUTHERN RESEARCH CONFERENCE IN AGRICULTURAL EDUCATION

Sixty-five participants from 13 states attended this annual conference. The major papers presented included: (1) "Change Process in Education, A Theoretical Construct," by R. Meisner, (2) "Application of the Change Construct in Agricultural Education," by D. Towne, (3) "Variables Influencing Adoption of Cooperative Agricultural Occupations Curricula," by D. Williams, (4) "Agricultural Education 1980: A Look into the Future," by O. Thompson, (5) "Research Activities: Regional and National Trends and Prospects," by H. Haswell, (6) "Functions of the Educational Resources Information Center (ERIC) Clearinghouse for Rural Education," by E. Edington, (7) "Uses of the Research Coordinating Unit (RCU) 'Discretionary' Award Fund," by B. Stevenson, (8) "Activities of the RCU for Effective Implementation of Change in Agricultural Education," by R. Baker, (9) "Teacher Educators--Supervisors: Cooperation for Change," by F. Tuttle, (10) "Changing Teacher Behavior--Climate for Change," by C. Webber, (11) "Vocational Agriculture of Guthrie High School," by T. Carey, and (12) a conference summary and evaluation, by R. Price. Two task forces reported on priorities for research in agricultural education. The comments and discussion of those in attendance are included in the report. (DM)

VT 007 816 ED 026 535
Research Implications for Educational Diffusion. Major Papers Presented at National Conference on Diffusion of Educational Ideas (East Lansing, Michigan, March 26-28, 1968).

Michigan Vocational Education Research Coordinating Unit, Lansing
Michigan State Univ., East Lansing
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$9.75
Research Coordinating Unit, Vocational Education Division, Michigan Department of Education, Lansing, Michigan (single copies without charge).
Pub Date - Jun68 193p.

*DIFFUSION; *EDUCATIONAL RESEARCH; EDUCATIONAL INNOVATION; *RESEARCH UTILIZATION; RESEARCH OPPORTUNITIES; ADOPTION (IDEAS); COMMUNICATION (THOUGHT TRANSFER); INFORMATION DISSEMINATION; *CONFERENCE REPORTS; RESEARCH NEEDS; SCHOOL ORGANIZATION; BIBLIOGRAPHIES; EVALUATION; VOCATIONAL EDUCATION; SPEECHES; CHANGE AGENTS; *EDUCATIONAL CHANGE
*NATIONAL CONFERENCE DIFFUSION EDUCATIONAL IDEAS, EAST LANSING, MICHIGAN, MARCH 26-28, 1968

A condensed synthesis of research needs on educational diffusion is provided in the five papers presented at the National Conference on Diffusion of Educational Ideas at Michigan State University in East Lansing, Michigan on March 26-28, 1968. One major paper was presented in each of the five half-days of the conference with time for discussion and exploration of its implications. The 60-70 participants invited represented university researchers, coordinators and administrators of educational research, and diffusion and organization researcher who had not been involved in educational diffusion research. The major papers presented were: (1) Summary and Critique of Educational Diffusion Research, by Richard O. Carlson, (2) Needed Research on Research Utilization, by Ronald Lippett and Ronald Havelock, (3) Needed Research on Diffusion within Educational Organizations, by Everettt M. Rogers and Nemi Jain, (4) Innovative Methods for Studying Innovation in Education, by Nan Lin, and (5) Implications for Practice from Research on Educational Change, by Richard I. Miller. (DM)

VT 007 873 ED 026 540
National Survey of Indexing and Retrieval Procedures in Vocational-Technical Education Research Coordinating Units.

Wisconsin Departmental Research Center for Vocational Education, Madison
EDRS PRICE MF-$0.25 HC-$2.60
Pub Date - Jan69 50p.

*RESEARCH COORDINATING UNITS; *INFORMATION RETRIEVAL; INFORMATION DISSEMINATION; *INDEXING; *VOCATIONAL EDUCATION; QUESTIONNAIRES; INFORMATION STORAGES; NATIONAL SURVEYS; *INFORMATION SERVICES; *INFORMATION SYSTEMS; CATALOGING; CLASSIFICATION

The study was conducted to gather information to assist Research Coordinating Units (RCU's) to develop information dissemination procedures. Questionnaires regarding procedures for indexing and retrieving information, which included 10 questions to be answered "yes", "no", or "plan to" and three open-ended items, were sent to the RCU's. Returns from the 46 approved RCU's were used in the study. Thirty-seven offered information dissemination services on request and an additional five planned to offer such services. Four of the RCU's offering dissemination services used computer services and 11 others either offering or intending to offer dissemination services planned to utilize computer services. RCU's located in universities used and planned to use computers to a greater extent than RCU's located in state departments. Only a small percentage of RCU's were using ERIC's thesaurus descriptors as a base for indexing documents, and traditional library card cataloging procedures were prevalent searching methods. Further study of the feasibility of using bound indexes where computers are not yet available and of grouping materials into broad categories was recommended. Sample materials from various RCU's are presented in the appendixes. (JK)

VT 007 919
Progress Report (Nov. 1, 1968 - Jan. 31, 1969).

New Hampshire Research Coordinating Unit for Vocational and Technical Education, Concord
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET. OEG-1-6-062739-2137(085) 08
BR-6-2739
Pub Date - 31Jan69 11p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *EDUCATIONAL RESEARCH; INFORMATION DISSEMINATION; PROGRAM EVALUATION; RESEARCH PROPOSALS; PUBLICATIONS; *PROGRAM DESCRIPTIONS; PROGRAM DEVELOPMENT; RESEARCH PROJECTS; STAFF UTILIZATION; *RESEARCH COORDINATING UNITS
NEW HAMPSHIRE; NEW HAMPSHIRE RESEARCH COORDINATING UNIT

Activities and accomplishments during the reporting period are detailed in this report and planned activities for the next reporting period are given. Studies completed are listed by title, investigator, fundings, and institution. Problems of personnel limitations in a small state as well as the dissemination of vocational-technical publications are described. Major activities listed include: (1) developing a Research Coordinating Unit brochure, (2) assisting in the development of a vocational education research agency in Maine, (3) publishing an instructor's guide for teaching nurses' aides and workshop guidelines for educators in health care, (4) abstracting research studies, (5) attending all state vocational education staff meetings, (6) assisting with activities of the New Hampshire Vocational Association, (7) contributing to a study of state-wide vocational education, and (8) developing charts and diagrams for New Hampshire vocational educators. Planned activities include: (1) continuing effort in the state's vocational education, (2) assistance in state-wide high school studies of students and graduates, and (3) stimulation of local research studies and initiation of pilot programs of farm business, planning, and analysis. (MU)

STUDENTS, OCCUPATIONAL GUIDANCE AND OTHER STUDENT PERSONNEL SERVICES SECTION

VT 000 614
Hopfengardner, Jerrold D.
Ohio Public Technical Education Notebook, 1967-68.

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing
MF AVAILABLE IN VT-ERIC SET.
Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($2.80).
Pub Date - Sep67 61p.

*TECHNICAL EDUCATION; EDUCATIONAL GUIDANCE; *DIRECTORIES; TECHNICAL INSTITUTES; UNIVERSITIES; COMMUNITY COLLEGES; *PROGRAM DESCRIPTIONS
OHIO

This manual is for counselor use as a source of information about public technical education programs in Ohio. Information from 20 schools is compiled in a standard format which includes (1) address, (2) head administrator, (3) telephone number, (4) school and program characteristics, (5) admissions requirements and procedures, and (6) curriculum offerings. Some of the 62 curriculums offered are (1) Accounting, (2) Aerospace, (3) Agri-Equipment (4) Automotive Service, (5) Business Data Processing, (6) Business Technology, (7) Chemical Research, (8) Child Care, (9) Commerce, (10) Construction and Surveying, (11) Dental Hygiene, (12) Electronics, (13) Engineering Technology, (14) Food Processing, (15) Food Service, (16) Graphic Communications, (17) Horticulture, (18) Industrial Laboratory, (19) Instrumentation and Control Systems, (20) Legal Secretarial, (21) Manufacturing, (22) Mechanical Technology, (23) Medical Secretarial, (24) Mid-Management Retailing, (25) Nursery School Assisting, (26) Office Administration, (27) Retail Management, (28) Sales Marketing, (29) Secretarial Science, and (30) Transportation. (EM)

VT 000 928
A Future for You in Teaching Vocational Agriculture.

American Vocational Association, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
World in Color Productions, P.O. Box 392, Elmira, New York 14902 ($3.75).
Pub Date - 68 12p.

*AUDIOVISUAL AIDS; *AGRICULTURAL EDUCATION; *TEACHER RECRUITMENT; HIGH SCHOOL STUDENTS; *VOCATIONAL AGRICULTURE TEACHERS; *CAREER OPPORTUNITIES; VOCATIONAL COUNSELING; OCCUPATIONAL INFORMATION; TEACHING CONDITIONS; TEACHING BENEFITS

Developed by a committee of the American Vocational Association, the set of slides which accompanies this script may be used by teachers and counselors in informing high school students about vocational agriculture teaching. The slides were planned for use with junior and senior students in vocational agriculture classes but also are useful for presentations at civic clubs, parent and son banquets, and with freshman students in career exploration. Included in the set which can be ordered, some slide titles are: (1) That First Step, (2) Major Divisions of Agriculture, (3) Average Lifetime Incomes, (4) Vocational Agriculture Today, (5) Modern Facilities, (6) Teaching Agricultural Mechanics, (7) Landscaping, (8) Teacher and Farm Boy, (9) Foreign Agricultural Service, (10) What Does It Take to Teach, (11) FFA Officers, (12) Scholarship, (13) Combine Adjustment, (14) Your Advantages, (15) County Judging Contests, (16) Field Trips, (17) Adult and Young Farmer Work, (18) Related Agricultural Careers, (19) An Interesting Curriculum, (20) Your Advisor, and (21) Next Steps. (DM)

VT 001 722 ED 015 250
Enhancing the Occupational Outlook and Vocational Aspirations of Southern Secondary Youth, A Conference of Secondary School Principals and Counselors.

Tuskegee Inst., Ala.
EDRS PRICE MF-$0.50 HC-$6.15
Pub Date - 64 121p.

*CONFERENCES; ADMINISTRATOR RESPONSIBILITY; OCCUPATIONAL CHOICE; PROGRAM EVALUATION; HIGH SCHOOLS; COUNSELORS; *PROGRAM EFFECTIVENESS; SOUTHERN SCHOOLS; GUIDANCE PROGRAMS; FOLLOWUP STUDIES; EMPLOYMENT SERVICES; EMPLOYMENT STATISTICS; EMPLOYMENT OPPORTUNITIES; DISADVANTAGED GROUPS; VOCATIONAL EDUCATION; JOB PLACEMENT; FEMALES; NEGRO YOUTH; MOTIVATION; YOUTH EMPLOYMENT; LABOR MARKET; PRINCIPALS; *OCCUPATIONAL GUIDANCE; EDUCATIONAL OBJECTIVES; BIBLIOGRAPHIES; EMPLOYMENT TRENDS; ATTITUDES (SOCIAL)

Approximately 200 counselors and principals from 85 high schools enrolling 76,610 pupils throughout seven Southern states attended a 2-day conference to examine and evaluate guidance programs and to suggest improvements. A followup study of the conference, indicated that 88 percent of the respondents had improved their vocational guidance programs through a greater variety of informative materials and that 67 percent had better accessibility to such materials. Texts of the major speeches are given: "The Role of the High School in Preparing Students for Employment," by Samuel Danley and Hugh Ryals, (2) "Career Outlook," by Brunswick Bagdon, (3) "Management Looks At Employment Possibilities, " by Howard Lockwood, (4) "Opportunities for Women in the Sixties and Seventies," by Rose Terlin, (5) "The College Placement Office and the High School," by Anthony Rachel, (6) "Tasks for Today, Goals for Tomorrow," by Arthur Chapin, (7) "Motivation--A Realistic Approach by Schools in Urban and Rural Communities in Relation to Employment," by William Johnston, and (8) "Recent Developments in Employment Trends for Youth," by Eli Cohen. Comments by other speakers, a conference summary, a summary of grassroots reports from the participating states, and a statement "Employment Trends and School Enrollment," by Willard Wirtz are included. The appendixes consist of sources of resource materials, evaluation instruments, a list of participants, and an extensive bibliography. (MS)

VT 001 897
Stephenson, Don Ray
S.A.V.E.S.-Selection Approaches for Vocational Education Students.

Contra Costa Coll., San Pablo, Calif. Office of Research and Planning
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 1Nov66 6p.

*ADMISSION CRITERIA; *TECHNICAL EDUCATION; *STUDENT TESTING; VOCATIONAL EDUCATION; *JUNIOR COLLEGES
SAVES; *SELECTION APPROACHES FOR VOCATIONAL EDUCATION STUDENTS

This progress report identifies some of the problems faced in finding methods that will assist in the placement of students in the trade-technical area. Several approaches that may be used in selection procedures are briefly described. Search has revealed only two highly tenable approaches: (1) the selection and validation of batteries of tests for each curriculum, and (2) validation through factor analysis of the General Aptitude Test Battery against the criterion of success in related classes. (PS)

VT 005 551 ED 021 068
V.I.E.W., Vocational Information for Education and Work.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
Utah State Dept. of Employment Security, Salt Lake City
EDRS PRICE MF-$2.00 HC-$24.65 OEG-4-7-063046-1612 08
BR-6-3046
Pub Date - /67/ 490p.

*OCCUPATIONAL INFORMATION; *OCCUPATIONS; *EDUCATIONAL NEEDS; *EMPLOYMENT QUALIFICATIONS; SALARIES; WORK ENVIRONMENT; *EMPLOYMENT OPPORTUNITIES
UTAH

The purpose of this volume is to provide a readily accessible source of vocational information which acquaints the high school student with a wide variety of jobs available in Utah, gives basic information about a given job, and is easily read. The 121 job descriptions are arranged alphabetically, are in outline form, and contain information about job duties, aptitudes needed for success in the occupation, high school subjects needed, salaries expected, working conditions, locations in Utah where most workers are employed, number of workers presently in the field, number of workers needed in the future, and advancement prospects. (PS)

VT 005 631 ED 021 070
Garbin, A.P., And Others
Worker Adjustment--Youth in Transition from School to Work, an Annotated Bibliography of Recent Literature. Bibliography 2.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
EDRS PRICE MF-$0.75 HC-$7.25
Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($3.25).
Pub Date - 68 143p.

*VOCATIONAL ADJUSTMENT; WORK ATTITUDES; WORK ENVIRONMENT; *YOUTH PROBLEMS; SOCIAL PROBLEMS; PSYCHOLOGICAL PATTERNS; EDUCATIONAL EXPERIENCE, LABOR FORCE; PERCEPTION; SCHOOL ROLE; COMMUNITY ROLE; *ANNOTATED BIBLIOGRAPHIES; *RESEARCH REVIEWS (PUBLICATIONS)

In the course of designing an exploratory study of the major sociopsychological problems faced by youth (16 to 25 years old) in making the transition from school to work, this bibliography was prepared to meet the needs of both researchers and practitioners and to fill a void in the literature. The abstracts, limited to the period 1960 to 1968, cover primarily materials which have not been included in bibliographies and summaries already available. The 165 annotations, arranged alphabetically by author, present the purpose, methodology, and findings of empirical studies and general summaries of non-empirical works. Twenty-three abstracts are of books or monographs and more than three-fourths are articles found in approximately 50 different professional journals. A user index identifies those selections deemed, by a panel of judges, to be of interest to each of six user population categories--researchers, guidance personnel, teachers, school administrators, work managers, and "general interest." A topic index utilizing detailed topical breakdowns identifies, according to general level of analysis (individual, community, school transition, and work environment), abstracts which related most directly to specific facets of the general area of worker adjustment problems as they pertain to youth. An author index and a five-page introduction presenting an overview of the school to work transition problem are included. A related document, "Problems in the Transition From High School to Work as Perceived by Vocational Educators," is available as VT 003 304 (ARM Summer 1968) or ED 016 811. (ET)

VT 005 646
The Trained Dental Assistant, Facts for Counselors. Publication No. 1004.

Public Health Service (DHEW), Washington, D.C. Div. of Dental Health
MF AVAILABLE IN VT-ERIC SET.
The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.15).
Pub Date - Sep65 9p.

*OCCUPATIONAL INFORMATION; *DENTAL ASSISTANTS; *HEALTH OCCUPATIONS EDUCATION; *RESOURCE MATERIALS; SECONDARY SCHOOL COUNSELORS; *OCCUPATIONAL GUIDANCE

The dental assistant assists in chairside activities and office management. Training programs range from less than one year in length to two years and are located in dental colleges, junior colleges, and vocational schools. The document includes detailed information on the nature of the work, trends and outlooks, qualifications, training centers, licensing requirements, earnings, pensions, conditions of work, and sources of supplemental information including pamphlets and a career film. (JK)

VT 005 872
Jones, Nancy P.
Occupational Information in the Elementary School.

Delaware Occupational Research and Coordinating Unit, Dover
MF AVAILABLE IN VT-ERIC SET.
Pub Date - /68/ 37p.

*OCCUPATIONAL INFORMATION; BIBLIOGRAPHIES; *ELEMENTARY GRADES; *RESOURCE GUIDES; GUIDELINES; *OCCUPATIONAL GUIDANCE; QUESTIONNAIRES; *INFORMATION SOURCES; DIRECTORIES; RESOURCE MATERIALS

This resource paper is intended for the use of elementary school educators. Included are a general discussion of occupational information in the elementary school; a sample questionnaire for use in obtaining information about services and industries in the area of the school; a suggestion sheet to be supplied to speakers presenting occupational information; and an annotated bibliography of books. Also included are listings of the following: (1) recent periodical articles, (2) publishers who produce books and pamphlets that can be used by elementary school children, (3) relevant governmental publications, (4) professional and commercial organizations that provide occupational information materials, and (5) officials of the departments of guidance of all the states with supplementary information on materials recently published by the departments. (JK)

VT 006 015 ED 025 606
Gurin, Patricia
Evaluation of a Series of Conferences to Disseminate Research Results on Vocational Choice. Final Report.

Michigan Univ., Ann Arbor. Inst. for Social Research
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.20 OEC-6-85-085 08
BR-5-1158
Pub Date - May68 62p.

*CONFERENCES; *OCCUPATIONAL CHOICE; INFORMATION UTILIZATION; *NEGRO COLLEGES; *PROGRAM EVALUATION; STUDENT MOTIVATION; *PROGRAM EFFECTIVENESS; OCCUPATIONAL ASPIRATION; EVALUATION CRITERIA; *RESEARCH UTILIZATION; PARTICIPANT SATISFACTION; COMPARATIVE ANALYSIS; INTERACTION; INFORMATION DISSEMINATION; INSTITUTIONAL RESEARCH; QUESTIONNAIRES
*FEEDBACK CONFERENCES

This report presents the results of a dissemination project, the objectives of which were: (1) to conduct a set of conferences at several predominantly Negro colleges for the reporting of research results from a study in which these schools had previously participated, (2) to evaluate the effectiveness of these conferences with respect to obtaining full discussion of study results and producing institutional change, and (3) to relate effectiveness of the feedback process to internal characteristics and resources of the feedback process to internal characteristics and resources of the institutions, and the nature of external inputs, particularly financial inputs from governmental sources and private foundations. One year following the last feedback conference, the concept of utilization includes requests for further discussion of the study results, further data analysis, research collaboration, and development of new programs. (CH)

VT 006 281
Handbook for National FFA Officers Relative to Duties, Assignments, Travel and Leadership Training.

Future Farmers of America, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 61p.

*LEADERSHIP GUIDES; *VOCATIONAL AGRICULTURE; *YOUTH LEADERS; *LEADERSHIP TRAINING; *LEADERSHIP RESPONSIBLITY; NATIONAL ORGANIZATIONS; COCURRICULAR ACTIVITES; POLICY; YOUTH CLUBS
FFA; *FUTURE FARMERS OF AMERICA

This reference explains responsibilities, policies, and regulations pertaining to the work of a National Future Farmers of America (FFA) Officer. Content includes: (1) the role of FFA in vocational agriculture, (2) duties and responsibilities of national officers, (3) general policies and suggestions, (4) service of officer to states, (5) FFA fundamentals, (6) FFA Foundation fundamentals, (7) self-improvement ideas, (8) leadership, (9) public speaking fundamentals, and (10) ideas for speaking occasions. (DM)

VT 006 282
Vocational Agriculture and the FFA.

Future Farmers of America, Washington, D.C.
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 20p.

*VOCATIONAL AGRICULTURE; *STUDENT ORGANIZATIONS; *PROGRAM DESCRIPTIONS; ORIENTATION MATERIAL; LEADERSHIP TRAINING
FFA; *FUTURE FARMERS OF AMERICA

Orientation information concerning vocational education in agriculture and the Future Farmers of America (FFA) is included in this student reference. Content contains sections concerning: (1) Vocational education in agriculture, (2) agricultural technology, (3) establishment in an agricultural occupation, (4) the Future Farmers of America, (5) the FFA Foundation, (6) state and local support for FFA, (7) the FFA motto, (8) the FFA creed, (9) the FFA and purposes, (10) the FFA emblem, and (11) the challenge of agriculture. (DM)

VT 006 359 ED 027 379
Counselor's Desk Aid; Eighteen Basic Vocational Directions. Summary Information.

Bureau of Employment Security (DOL), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.85
Pub Date - 67 135p.

*OCCUPATIONS; *OCCUPATIONAL CLUSTERS; *OCCUPATIONAL GUIDANCE; *INDIVIDUAL CHARACTERISTICS; *OCCUPATIONAL INFORMATION; OCCUPATIONAL TESTS; INTEREST TESTS; VOCATIONAL INTERESTS

Each of the 18 basic vocational directions (occupational clusters) has a general role description, relevant personality traits, and types of interests generally considered to be compatible with that occupational cluster. The Branch of Counseling and Testing Services developed the "Counselor's Desk Aid" to facilitate use of the "Counselor's Handbook" (VT 006 360 in ARM Spring 1969) by employment counselors in state employment offices. Vocational counselors in schools, rehabilitation agencies, etc., should also find these publications useful. In addition to occupational information in capsule form, the "Desk Aid" contains sample worksheets and checklists for use with individual counselees. (CH)

VT 006 571 ED 022 923
Shill, James F.
Educational Aspirations, Expectations, and Abilities of Rural Male High School Seniors in Mississippi. Report 24. Education Series 4.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.25
Pub Date - May68 63p.

EDUCATIONAL ATTITUDES; *ACADEMIC ASPIRATION; *ACADEMIC ABILITY; ACADEMIC ACHIEVEMENT; SOCIOECONOMIC INFLUENCES; *VOCATIONAL AGRICULTURE; GRADE 12; MALES; *HIGH SCHOOL STUDENTS; *RURAL YOUTH; FAMILY BACKGROUND; STUDENT CHARACTERISTICS
MISSISSIPPI

Differences between educational aspirations, expectations, and abilities of rural male seniors based upon their participation or non-participation in high school vocational agriculture programs were analyzed. Data were gathered from classroom questionnaires administered to 517 seniors, of whom 400 had had one or more years instruction. Levels of significance were obtained by employing the chi-square statistical technique. Findings indicated: (1) A highly significant negative relationship was found between participants in vocational agriculture programs and educational aspirations, (2) Students participating in vocational agriculture were lower in educational abilities at a highly significant level, (3) More seniors in the vocational agriculture group than in the non-vocational agriculture group were older, resided on farms, and came from larger families with low or middle income, (4) More parents of vocational agriculture seniors exhibited low levels of formal education, (5) Seniors in both groups were influenced most in their educational aspirations by immediate members of their families, and (6) Students with relatively low educational aspirations and expectations were receiving little or no formal education beyond high school. (DM)

VT 006 919 ED 022 959
Akamine, Toshio; Heiner, Harold G.
Development of an Experimental Forced-Choice Occupational Preference Inventory. Report No. 23. Final Report.

Washington State Univ., Pullman. Dept. of Education
Washington State Coordinating Council for Occupational Education, Olympia
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.90 OEG-4-7-070031-1626 08
BR-7-0031
Pub Date - Jun68 36p.

*OCCUPATIONAL GUIDANCE; VOCATIONAL COUNSELING; *OCCUPATIONAL CHOICE; *INTEREST TESTS; WORK ATTITUDES; VOCATIONAL EDUCATION; TEST CONSTRUCTION; *FORCED CHOICE TECHNIQUE
TACOMA; WASHINGTON

The purpose of this study was to develop an inventory which would (1) help pupils analyze their occupational interests, and (2) inform teachers, counselors, and curriculum planners about pupils' attitudes toward relatively specific elements of work such as acts, tools, materials, environments and human relationships generally associated with work in building trades, office, automobile services, health aide, and retail occupations. A prototype inventory developed by Heiner, Garlington and Whipple was revised and tested with 92 Caucasian and 81 Negro ninth grade pupils in two Tacoma, Washington junior high schools. Results indicate that the instrument does set the stage for guidance. Further research could focus on (1) refinement of items on the present inventory, (2) addition of other occupational categories, and (3) empirical studies to ascertain the validity, reliability, and distribution of responses. (CH)

VT 006 920 ED 022 960
Olsen, LeRoy C.; Venema, William H.
Development of a Projective Technique for Obtaining Educationally Useful Information Indicating Pupils' Attitudes Toward Work and Occupational Plans. Report No. 21. Final Report.

Washington State Univ., Pullman. Dept. of Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.90 OEG-4-7-070031-1626 08
BR-7-0031
Pub Date - Jun68 36p.

*PROJECTIVE TESTS; *OCCUPATIONAL CHOICE; INTEREST TESTS; VOCATIONAL EDUCATION; *WORK ATTITUDES; HIGH SCHOOL STUDENTS; GRADE 9; *VOCATIONAL COUNSELING; *OCCUPATIONAL ASPIRATION
*JOB CORPS

The purpose of this study was to develop a projective technique which would (1) identify youths' attitudes toward certain distributive, construction, service, and agricultural occupations, and (2) identify factors associated with occupational aspirations. Interviews were conducted with 88 Caucasian and Negro Job Corps enrollees and 91 Caucasin and Negro ninth grade pupils using 10 drawings representing work typical of the occupations. Results indicate the nature of subjects' occupational preferences and ways these are influenced by factors such as socioeconomic status and self concepts. Practically all subjects aspired to occupational levels higher than the occupations of their parents. Perceptions of parental feelings only slightly affected the occupational interests of the subjects. Most subjects seemed to view work largely from a basic need level--food, shelter, clothing, etc.--with relatively little concern for satisfying higher needs. Few subjects expressed concern about abilities and aptitudes necessary for various jobs. This suggests that more knowledge of occupations and one's abilities and aptitudes are necessary for adequate occupational choice making decisions. Further research might focus on modifying this technique for use with groups. (CH)

VT 007 207 ED 024 809
Mullen, Margaret J.
A Volunteer Program in Vocational Information and Career Guidance for Secondary Schools. A Handbook.

Sequoia Union High School District, Redwood City, Calif.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.40
Pub Date - May68 146p.

*OCCUPATIONAL GUIDANCE; *CAREER PLANNING; *SECONDARY SCHOOLS; *VOLUNTEERS; *SCHOOL COMMUNITY PROGRAMS; VOCATIONAL EDUCATION; OCCUPATIONAL INFORMATION; INFORMATION SERVICES; PROGRAM DEVELOPMENT; COMMUNITY CONSULTANTS; COMMUNITY COOPERATION; COMMUNITY INVOLVEMENT; PROGRAM DESCRIPTIONS; RESOURCE MATERIALS

Presented as a record of volunteer activities, this handbook is intended for the use of school administrators, teachers, and/or counselors who may wish to use volunteers in a school-community, career-guidance program. Possible activities may range from a simple vocational information center to a multi-faceted year-round program. The purpose of the school resource and career guidance program is to provide volunteer service which will supplement the effectiveness of school personnel in the fields of vocational information, career guidance, and cultural and educational enrichment. Among the conclusions are: (1) Relationships with community parents, consultants, and volunteer workers give high school students more than vocational enrichment, and (2) Such a program can provide the community with the kind of information which leads to active efforts in support of public education. (CH)

VT 007 239 ED 024 810
Tarrier, Randolph, Ed.
Sources of Occupational Information.

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing
EDRS PRICE MF-$0.50 HC-$4.20
Pub Date - May68 82p.

*ANNOTATED BIBLIOGRAPHIES; OCCUPATIONAL INFORMATION; OCCUPATIONAL GUIDANCE; VOCATIONAL COUNSELING; *INFORMATION SOURCES; INDEXES (LOCATERS); *PUBLICATIONS

This publication identified some of the many sources of occupational information and describes representative publications. All references cited have been published recently, contain general sources of information, and meet one or more of the following criteria: (1) present sources of available occupational information, (2) identify materials presenting occupational information for students, counselors, and others involved in educational services, or (3) describe techniques for gathering, organizing, and using occupational information. References are grouped according to source in order to eliminate duplication in listing publishers. Two separate indexes have been prepared--one by title and one by supplier--in order to provide easy access to the information. (CH)

VT 007 266 ED 025 633
Sperry, Irwin V.; Herrin, Ann E.
Educational and Vocational Goals of Rural and Urban Youth in North Carolina. Technical Bulletin No. 186.

North Carolina Agricultural Experiment Station, Raleigh
North Carolina Univ., Greensboro. School of Home Economics
EDRS PRICE MF-$0.25 HC-$1.60
Pub Date - Dec67 30p.

*ACADEMIC ASPIRATION; *OCCUPATIONAL ASPIRATION; *RURAL URBAN DIFFERENCES; *PARENTAL ASPIRATION; *YOUTH; SELF CONCEPT; GRADE 9; GRADE 10; SOCIOECONOMIC INFLUENCES; RURAL YOUTH; URBAN YOUTH; COMPARATIVE ANALYSIS
NORTH CAROLINA

To investigate and compare educational and vocational goals of urban youth from rural and non-rural backgrounds, with each other and with their parents and to explore the effect of sex of child, level-of-living, and family size on these goals, 11 schools were randomly selected from predominantly white junior high schools in cities of at least 40,000 population. Questionnaires were administered to 126 9th and 10th grade students and their parents. An analysis of variance of the responses yielded the following major findings: (1) Differences in valuation of education by level of living were not significant, (2) Years of school was related to level of living, (3) Youth with higher level of living communicate better with their fathers regarding educational plans than those with a lower level of living, (4) A larger percentage of boys than girls felt that parents had strongly urged them to continue school, (5) There was close agreement between reality and aspiration in occupational plans, (6) Family size was related to financial help with education, (7) There was no significant difference in the occupational choices according to background of youth, and (8) 60 percent of the fathers held different expectations than those indicated by their children. (DM)

VT 007 317 ED 028 252
The Nurse Career-Pattern Study; Bibliographic Data Reported by Entering Students, Fall, 1965.

National League for Nursing, New York, N.Y. Research and Development
EDRS PRICE MF-$0.25 HC-$0.45
National League for Nursing, 10 Columbus Circle, New York, New York 10019 ($.50).
Pub Date - Apr68 7p.

*CAREERS; LONGITUDINAL STUDIES; *NURSES; *INDIVIDUAL CHARACTERISTICS

Biographical data reported by 5,527 students who entered 118 associate degree programs, 5,051 who entered 67 baccalaureate degree programs, and 5,719 who entered 119 diploma programs include, in terms of numbers and percentages, marital status, family situation, age, ethnicity, religion, and place of birth. (JK)

VT 007 365 ED 024 813
Miller, John G.
Predictive Testing for Entrance in Vocational-Technical Schools; A Study of the Predictive Value of a Pre-Selected Battery of Standardized Tests as a Tool for the Selection of Entering Students in Certain Trade Programs Offered in the Vocational-Technical Schools of the State of Connecticut.

New York Univ., N.Y. Center for Field Research and School Services
New York State Education Dept., Albany
Connecticut State Board of Education, Hartford
EDRS PRICE MF-$0.50 HC-$4.35
Pub Date - Aug68 85p.

*PREDICTIVE MEASUREMENT; *PREDICTIVE ABILITY (TESTING); *STANDARDIZED TESTS; *ADMISSION (SCHOOL); *VOCATIONAL SCHOOLS; ACHIEVE TESTS; PERFORMANCE TESTS; MACHINE TOOL OPERATORS; ELECTRICIANS; TEST SELECTION; TESTING PROGRAMS; VOCATIONAL EDUCATION
CONNECTICUT

This study was organized for the purpose of determining the validity of any part or parts of a pre-selected battery of standardized tests as predictors of success in secondary school trade programs. The study was limited to the trade areas of machine shop and electrical wiring in 14 state vocational schools in Connecticut. A battery of pre-selected standardized tests was administered to approximately 200 entering pupils in Bullard-Havens Technical School. The tests were also administered to about 200 grade 12 pupils who were completing programs in trade machine shop and trade electrical shop in six pilot schools. Achievement tests were developed and administered to these same 12th grade pupils. As a result of this pilot study, the original standardized test battery was reduced from 30 variables (sub-tests) to 15 variables, thus decreasing the testing time from the original 21 hours to 14 hours on the reduced battery. Subsequent research indicated that a reduced number of selected variables would yield almost as high a correlation as the original number of variables. A related document is ED 019 437 (ARM Winter 1968). (CH)

VT 007 454 ED 025 640
Hartman, John J., And Others
Relationship of Selected Socio-Demographic Characteristics and Parental Occupational Aspirations for their Children. Journal Paper No. J-5887.

Iowa State Univ. of Science and Technology, Ames Dept. of Sociology and Anthropology
Office of Education (DHEW), Washington, D.C.
Iowa Agricultural Experiment Station, Ames
EDRS PRICE MF-$0.25 HC-$1.20 OEC-5-85-108 08
BR-5-0045
Pub Date - Aug68 22p.; Paper presented at Rural Sociological Society Meeting (Boston, Mass., August, 1968)

*PARENTAL ASPIRATION; OCCUPATIONAL CHOICE; ACADEMIC ACHIEVEMENT; MIGRATION; INDIVIDUAL CHARACTERISTICS; *SOCIOECONOMIC INFLUENCES; *LONGITUDINAL STUDIES; *OCCUPATIONAL ASPIRATION; COMPARATIVE ANALYSIS; PARENT ATTITUDES

The purpose of this study was to examine the relationship between parents' occupational aspirations for their children and selected socio-demographic characteristics of the parents. In addition, the data from this study made it possible to examine those relationships for congruency of the parents' own 1948 aspirations and 1967 attainments, that is, congruency of parents' own aspirations-attainments concerning occupation, education, residence, and migrational intentions were examined to see if differences existed in parents' occupational aspirations for their eldest child. Data were collected from 157 high school seniors in 1948. Those respondents were interviewed again in 1956 and a third interview was conducted in 1967. This report is limited to the 94 respondents who in 1967 had become parents and had expressed occupational aspirations for their eldest child. Findings indicated that the parents' achievements of their own aspirations relative to residence, migration, performance, and educational attainment between 1948 and 1967 were not related to their occupational aspirations for their children. (CH)

VT 007 456 ED 024 821
Bohlen, Joe M.; Voesting, Dean R.
Congruency Between Occupational Aspirations and Attainments of Iowa Young People. Interim Report. Journal Paper No. J-5740.

Iowa Agricultural and Home Home Economics Experiment Station, Ames
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.45 OEC-5-85-108 08
BR-5-0045

Rural Sociology; v33 n2 Jun 1968.
Pub Date - Jun68 7p.; Reprint.

HIGH SCHOOL GRADUATES; *OCCUPATIONAL ASPIRATION; *OCCUPATIONAL CHOICE; INDIVIDUAL CHARACTERISTICS; RURAL YOUTH; *LONGITUDINAL STUDIES; VOCATIONAL FOLLOWUP; *COMPARATIVE ANALYSIS
IOWA

The purpose of this review is to indicate the need for longitudinal research to evaluate the significance of aspirations in predicting occupational attainment. Data for this study were collected from a longitudinal study of 152 males and females interviewed as high school seniors in 1948 and re-interviewed in 1956. The analysis of data suggests that occupational aspirations are not good predictors of the type of occupation attained. Among the 66 males in the sample, approximately 35 percent were employed in the occupational category which they preferred as high school seniors. Of the 86 females, only 15 percent attained their occupational goals. Data were analyzed to determine the relationship between various social and personal characteristics of the respondents and the degree of congruency between occupational aspirations and attainments. No differences existed for either males or females between occupational congruency and (1) farm or nonfarm residential background, (2) socioeconomic status of the parents at the time the respondent graduated, (3) educational background of the respondents' fathers and mothers, (4) frequency of discussion of future plans with parents, (5) discussion with persons other than parents concerning future occupations, and (6) being employed at a job while in high school. (CH)

VT 007 479 ED 025 646
McMillion, Martin B.
Correlates of Leadership Decision Patterns of High School Pupils: Socio-Economic Status, High School Grade, and Connotative Meaning of the Word "Leadership."

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis
EDRS PRICE MF-$0.25 HC-$1.25
Pub Date - 68 23p.

*VOCATIONAL AGRICULTURE; *LEADERSHIP; *SOCIOECONOMIC STATUS; DEMOCRATIC VALUES; LEADERSHIP QUALITIES; YOUTH LEADERS; SOCIOECONOMIC INFLUENCES; HIGH SCHOOL STUDENTS; *STUDENT ATTITUDES; *LEADERSHIP STYLES; SEMANTICS
ILLINOIS

In a previous study by the investigator, it was determined that the lowest socioeconomic strata of pupils valued leadership significantly higher than did the upper socioeconomic group. This follow-up study attempted to determine whether pupils with similar connotations of leadership were more likely to be democratic leaders or autocratic leaders, and to determine if there was a difference in democratic tendency between students of various socioeconomic groups. The 94 pupils in 14 vocational agriculture departments in Illinois were stratified by socioeconomic classification and by grade level. Evaluation of data by analysis of variance and coefficient of correlation revealed: (1) Those who valued leadership most were the least democratic in their leadership decision pattern and those who valued leadership least were more democratic, (2) No statistical difference in the leadership ability or style of leadership existed among the socioeconomic classifications of pupils, (3) Leadership scores were not significantly different for the three high school grade levels of pupils, and (4) Pupils in the 10th grade gave less democratic-cooperative responses and more autocratic-aggressive responses. (DM)

VT 007 486 ED 025 649
Entry Level Employment Prospectus. A Compilation of Entry Level Jobs in the Santa Cruz-Northern Monterey County Areas.

Santa Cruz County Office of Education, Calif.
EDRS PRICE MF-$0.75 HC-$7.95
Pub Date - May68 157p.

DIRECTORIES; *OCCUPATIONAL INFORMATION; *EMPLOYMENT OPPORTUNITIES; *EMPLOYERS; *OCCUPATIONS; OCCUPATIONAL GUIDANCE; *EMPLOYMENT QUALIFICATIONS; EDUCATIONAL REQUIREMENTS; INDIVIDUAL CHARACTERISTICS; WAGES; JOB MARKET; OCCUPATIONAL SURVEYS
SANTA CRUZ; CALIFORNIA

This handbook is the result of research done in a workshop, the purposes of which included: (1) to improve vocational guidance in secondary schools, (2) to develop better liaison between businesses, industry and education, (3) to provide practical knowledge of employment conditions and personnel practices through observations in the business and industry setting, and (4) to develop materials and improve techniques for using such materials in the secondary schools. Sections of the handbook include: (1) an alphabetical listing of firms with names of personnel to contact for further information, (2) an alphabetical listing of occupations with an indication of occupational group and entry level of each, (3) employment opportunities by occupation, broken down by skill level and educational requirements, with data including sex, normally employed, wage range, previous experience or special training required, union affiliation, and employment outlook, and (4) employment opportunities broken down by employer. For convenience in using the various sections of the handbook, a cross reference numerical code system is used throughout. (CH)

VT 007 493 ED 024 826
Joslin, Leeman C., Ed.
Proceedings of the National Seminar on Vocational Guidance in the Preparation of Counselors. (University of Missouri, Columbus, Missouri, August 20-25, 1967).

American Vocational Association, Washington, D.C.
American Personnel and Guidance Association, Washington, D.C.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.95
Pub Date - 67 137p.

*OCCUPATIONAL GUIDANCE; *COUNSELOR FUNCTIONS; *COUNSELOR TRAINING; *SEMINARS; VOCATIONAL COUNSELING; AGENCY ROLE; SPEECHES; RESOURCES; OCCUPATIONAL INFORMATION; VOCATIONAL EDUCATION; CONFERENCE REPORTS
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION; APGA; AMERICAN VOCATIONAL ASSOCIATION; AVA; *NATIONAL SEMINAR ON VOCATIONAL GUIDANCE

The major emphases of the seminar were: (1) programs and services needed to facilitate vocational development of youth and adults, (2) the preparation of personnel to staff these programs and provide these services, and (3) available and potential resources to enhance the vocational aspects of counseling and counselor education programs. Presentations included: "Counseling: A New Process in a Dynamic Economy" by Herbert E. Striner, "Work and Society: Social Structure and Manpower in the United States" by Edward Gross, "The Role of the Division of Vocational and Technical Education in Guidance" by Merle E. Strong, "AVA-APGA: Responsibilities in Vocational Guidance" by Lowell A. Burkett and Willis E. Dugan, and "Conference Challenges" by Kenneth Hoyt. (CH)

VT 007 530 ED 024 827
Bowles, Roy T.; Slocum, Walter L.
Educational and Occupational Aspirations and Expectations of High School Juniors and Seniors in the State of Washington. Interim Report, No. 14.

Washington State Univ., Pullman
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.30 OEG-4-7-070031-1626 08
BR-7-0031
Pub Date - Nov67 84p.

*EDUCATIONAL ATTITUDES; *EDUCATIONAL PLANNING; *HIGH SCHOOL STUDENTS; *OCCUPATIONAL ASPIRATION; VOCATIONAL EDUCATION; QUESTIONNAIRES; *ACADEMIC ASPIRATION; STUDENT ATTITUDES
WASHINGTON

The purpose of this report is to present data concerning the educational and occupational aspirations and expectations of boys and girls who were juniors and seniors in a sample of 14 Washington high schools in the 1965-66 school year. During the winter and spring of 1966, juniors and seniors completed questionnaires as part of a study of educational and occupational aspirations. Nearly all students aspired and expected to graduate from high school and get some kind of post-high school education. Over three-fourths (76.3 percent) of the respondents aspired to attend college or junior college at some time during their educational careers. Nearly as many (73.8 percent) expected to do so. Not all of those who attend college will receive a degree; however, 49.7 percent of the respondents indicated that they wanted to graduate from college and 39.4 percent expected to do so. These data were selected primarily for the information of the high school prinicpals, teachers, counselors, and others who helped make the study. (CH)

VT 007 550 ED 024 828
Morrill, Eugene
Extension of Pilot Program to Increase the Number of Vocational and Technical Education Scholarships. Final Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.55 OEG-4-7-063046-1612 08
BR-6-3046
Pub Date - Oct68 29p.

*SCHOLARSHIP FUNDS; SCHOLARSHIPS; *PILOT PROJECTS; FINANCIAL SUPPORT; *CITIZEN PARTICIPATION; *POST SECONDARY EDUCATION; *VOCATIONAL EDUCATION; SCHOOL COMMUNITY COOPERATION; *CITIZENS COUNCILS
UTAH

The purposes of this study were to determine whether citizens committees could be organized to help secure funds for nonbaccalaureate scholarships and whether acceptable students submitted applications for the increased number of scholarships. Six school districts were selected for participation; one of these was also to be studied during the second year. Funds totaling $4,028 were raised for 30 scholarships and it was recommended that these efforts be tried elsewhere. (EM)

VT 007 582 ED 025 658
Pucel, David J.; Nelson, Howard F.
Project Mini-Score: Some Preliminary Implications for Vocational Guidance.

Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Research
EDRS PRICE MF-$0.25 HC-$0.65
Pub Date - 68 11p.

OCCUPATIONAL CLUSTERS; VOCATIONAL COUNSELING; POST SECONDARY EDUCATION; *POST HIGH SCHOOL GUIDANCE; AREA VOCATIONAL SCHOOLS; *VOCATIONAL EDUCATION STUDENTS; *STUDENT CHARACTERISTICS; BUSINESS FACTORS; *ADMISSION CRITERIA; QUESTIONNAIRES; *MEASUREMENT INSTRUMENTS; APTITUDE TESTS
MINNESOTA; GENERAL APTITUDE TEST BATTERY; GATB; MINNESOTA VOCATIONAL INTEREST INVENTORY; MVII; MINNESOTA IMPORTANCE QUESTIONNAIRE; MIQ; VOCATIONAL DEVELOPMENT INVENTORY; VDI; MINNESOTA SCHOLASTIC APTITUDE TEST; MSAT

The purpose of the 6-year Minnesota Student Characteristics and Occupationally related Education Project (MINI-SCORE) is to identify criteria which are useful to counselors and others in the selection and counseling of post-high school vocational-technical students as they choose specific vocational-technical curriculums. Data were collected on 6,400 applicants with a variety of instruments, and three preliminary analyses were conducted. Descriptive data and implications for vocational guidance are reported. Project MINI-SCORE is scheduled for completion in 1970. (CH)

VT 007 626 ED 024 838
A Demonstration System of Occupational Information for Career Guidance. Final Report.

State Univ. of New York, Albany. Bureau of Occupational Education Research
EDRS PRICE MF-$0.50 HC-$6.00
Pub Date - Jun68 118p.

*OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; *GUIDANCE SERVICES; LABOR MARKET; *INFORMATION DISSEMINATION; OCCUPATIONS; SECONDARY SCHOOLS; COMMUNITY COLLEGES; CAREER OPPORTUNITIES; *PROGRAM EVALUATION; EMPLOYMENT OPPORTUNITIES; CAREER PLANNING; PROGRAM EFFECTIVENESS; QUESTIONNAIRES; DEMONSTRATION PROJECTS; MICROFILM
NEW YORK

The purpose of this project was to test the effectiveness of a cooperative arrangement between the New York State Education Department and the New York State Employment Service, undertaken to produce and disseminate up-to-date information about local entry occupations for use in the career guidance of students. In a sampling of high schools and 2-year colleges in Nassau and Suffolk counties of the New York metropolitan area, four page descriptions of 200 entry occupations were prepared in two forms: (1) a loose-leaf binder and (2) a deck of microfilm aperture cards. Three comprehensive high schools, three academic high schools, three area vocational technical educational programs, and three 2-year colleges were supplied with the 200 occupational guides. Of the students who used the guides, 92 percent said they would recommend the guides to other students; 75 percent wanted to keep copies of the guides they had read. In proportion to enrollment, students in area vocational technical educational programs made twice as much use of the guides as did the students in either academic or comprehensive high schools, and 13 times as much use as students in 2-year colleges. (CH)

VT 007 638 ED 025 669
Brandon, George L., Ed.
Research Visibility. Human Resources and Vocational Guidance Services.

American Vocational Association, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.90 OEG-2-7-070633 08
BR-7-0633

American Vocational Journal; v43 n12 p33-48 Dec 1968.
Pub Date - Dec68 16p.

*HUMAN RESOURCES; VOCATIONAL COUNSELING; *OCCUPATIONAL GUIDANCE; CAREER PLANNING; FOLLOWUP STUDIES; JOB PLACEMENT; *RESEARCH REVIEWS (PUBLICATIONS); *VOCATIONAL DEVELOPMENT; BIBLIOGRAPHIES; *EMPLOYMENT TRENDS; SELECTION; PROBLEM SOLVING; OCCUPATIONAL INFORMATION; VOCATIONAL EDUCATION

Focusing on human resources and vocational guidance, this issue presents 10 reports with concentrations of materials on the following topics: career development, with research and development activities of Super, Krumboltz, Briggs, Ryan and others; selection, placement and follow-up, featuring the work of London, Haines, and Garbin; and studies of occupational trends, featuring the work of Medvin and Fishman. As stated in the General Report of the Advisory Council on Vocational Education, vocational education "...looks at a man as a part of society and as an individual, and never before has attention to the individual as a person been so imperative." In this context, documents are presented which make a case for functional vocational guidance. (CH)

VT 007 753 ED 026 527
Miller, Carroll H.
A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Guidance Services
EDRS PRICE MF-$0.25 HC-$2.50 OEC-6-85-042 08
BR-5-0114

Pub Date - 68 48p.

*OCCUPATIONAL GUIDANCE; *VOCATIONAL COUNSELING; *VOCATIONAL DEVELOPMENT; *PILOT PROJECTS; EDUCATIONAL PLANNING; OCCUPATIONS; EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL INFORMATION; HIGH SCHOOL GRADUATES; NONCOLLEGE PREPARATORY STUDENTS; OCCUPATIONAL CHOICE; PROGRAM DESCRIPTIONS; DEPRESSED AREAS (GEOGRAPHIC) DISADVANTAGED YOUTH; DROPOUTS; MOBILE EDUCATIONAL SERVICES
ILLINOIS

The purpose of this project was to establish a demonstration program to provide guidance services for: (1) non-college bound high school seniors, (2) recent high school graduates currently unemployed, and (3) former high school students who had dropped out of school within 3 years of initiation of the project. Specific objectives included: (1) provision of information regarding jobs and training opportunities, as well as sources of assistance, (2) personal counseling interviews to assist in developing an understanding of the labor market, and (3) assistance in the vocational development of the individual. The project was implemented in the 12 southern-most counties of Illinois and was extended over a 3-year period. An evaluation of the project indicated definite success in stimulating leadership for the schools involved, and adoption of selected practices by other counties and other states; however, the influence of the project upon the lives of individual students could not be quantitatively described. A 5-year follow up is considered. (CH)

VT 007 781 ED 026 532
A Guide for Developmental Vocational Guidance. Grades K-12.

Oklahoma State Dept. of Education, Oklahoma City. Dept. of Vocational Technical Education
EDRS PRICE MF-$0.75 HC-$8.50
Pub Date - 68 168p.

*RESOURCE GUIDES; *DEVELOPMENTAL GUIDANCE; *VOCATIONAL DEVELOPMENT; ELEMENTARY SCHOOLS; *OCCUPATIONAL INFORMATION; ACTIVITY UNITS; SECONDARY SCHOOLS; OCCUPATIONAL GUIDANCE; GUIDANCE OBJECTIVES; GUIDANCE FUNCTIONS; *CLASSROOM GUIDANCE PROGRAMS
OKLAHOMA

The purpose of this guide is to share with teachers, administrators, and counselors recommendations involving some facets of child development and some basis for vocational decision making. Vocational guides are presented for Grades K-3, Grades 4-6, Grades 7-9, and Grades 10-12. Elements of each guide include: Introduction; objectives of vocational guidance, both general and specific; suggested activities; activity models including goals, actvities, and resource materials; descriptive information on occupational clusters; sources of occupational information; bibliographies of books, pamphlets, film and film strips, encyclopedias, periodicals and journals, and additional resources. (CH)

VT 008 015 ED 027 435
Bottoms, James E.; Otte, Frederick L.
Developing a Program of Student Personnel Services for Area Vocational-Technical Schools. Final Report. Volumes I and II.

Office of Education (DHEW), Washington, D.C.
Georgia State Dept. of Education, Atlanta. Div. of Vocational Education
EDRS PRICE MF-$2.25 HC-$30.40 OEG-6-85-059 08
BR-5-0160
Pub Date - Dec68 606p.

*AREA VOCATIONAL SCHOOLS; *STUDENT PERSONNEL SERVICES; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *POST SECONDARY EDUCATION; ADMISSION CRITERIA; EDUCATIONAL COUNSELING; VOCATIONAL COUNSELING; VOCATIONAL DEVELOPMENT; STUDENT RECORDS; STUDENT PLACEMENT; STUDENT EVALUATION; PROGRAM EVALUATION; *PROGRAM DEVELOPMENT; GUIDANCE FUNCTIONS; INSTRUCTIONAL MATERIALS
GEORGIA

This report presents the results of a developmental project which was conducted during 1966 and 1967 to plan and implement a program of student personnel services in Georgia's 25 post-secondary vocational-technical schools. In this report, student personnel services were defined as those services which aid the student to: (1) perceive realistically his own potentialities, values, and interests, (2) understand those educational and occupational opportunities available to him after program completion, (3) organize his information to a plan of action, and (4) implement the decisions made. Within the context of this study, student personnel services were divided into seven major areas: Preadmissions, Admissions, Records, Counseling, Information, Job Placement, and Evaluation. A follow-up program was designed to provide data which will: (1) assist student personnel specialists to determine which services need strengthening, (2) help administrators to determine instructional and curricular needs in the total school program, and (3) provide occupational information to potential area school students. (CH)

VT 008 074 ED 028 286
Bjoraker, Walter T.; Sledge, George W.
Educational and Occupational Adjustment of Wisconsin Male Youth. Bulletin 586.

Wisconsin Univ., Madison, Coll. of Agricultural and Life Sciences
EDRS PRICE MF-$0.25 HC-$1.60
Department of Agriculture and Extension Education, University of Wisconsin, 208 Agriculture Hall, Madison, Wisconsin 53706 (without charge).
Pub Date - Jan68 30p.

*OCCUPATIONAL GUIDANCE; *OCCUPATIONAL CHOICE; VOCATIONAL ADJUSTMENT; *DECISON MAKING; EDUCATIONAL GUIDANCE; *EDUCATIONAL INTEREST; LONGITUDINAL STUDIES; MALES; HIGH SCHOOL STUDENTS; FAMILY BACKGROUND; STUDENT ABILITY; ACADEMIC PERFORMANCE; RURAL URBAN DIFFERENCES; *AGRICULTURAL OCCUPATIONS
WISCONSIN

The original purpose of this longitudinal study was to determine opportunities existing in farming and current methods of getting established in farming. However, the purpose was subsequently broadened to a study of the nature of student decision-making. Factors which were considered to be associated with decision-making include family background, individual ability and school performance. Over a 7-year period, data were collected primarily by questionnaires from two groups of participating students. The initial group of 764 graduating seniors first completed questionnaires in the spring of 1956. In the fall of 1957, a second group of 1,107 male matriculating freshmen in the same 31 high schools located in five geographically distributed Wisconsin counties, participated in the project. The resulting data presented in a series of tables help the understanding of why students make certain decisions. (CH)

TEACHERS AND TEACHER EDUCATION SECTION

VT 002 898 ED 017 666
Harris, E. Edward
Office Education and Distributive Education Teacher-Coordinators--Critical Requirements and Reasoned-Judgment Comparisons, A Brief Summary of a Doctoral Dissertation.

Northern Illinois Univ., De Kalb. Vocational Office and Distributive Education Materials Center
Council for Distributive Teacher Education
EDRS PRICE MF-$0.50 HC-$3.25
CDTE-Professional-Bull-8
Pub Date - Jun65 63p.

PROGRAM ADMINISTRATION; *DISTRIBUTIVE EDUCATION; *OFFICE OCCUPATIONS EDUCATION; PROGRAM COORDINATION; *COOPERATIVE EDUCATION; TEACHER ATTITUDES; *INSTRUCTOR COORDINATORS; CRITICAL INCIDENT METHOD; HIGH SCHOOLS; *TEACHER QUALIFICATIONS; ADMINISTRATOR ATTITUDES; STUDENT PROBLEMS; TEACHER ROLE

The objectives of this study were to determine the qualifications of effective office education and distributive education teacher-coordinators and their attitudes toward program operation. The 46 distributive education and 19 office education teacher-coordinators and their supervising school administrators in Illinois supplied 523 critical behaviors or characteristics of effective teacher coordinators which were classified into eight major categories of job activities. A total of 61 critical requirements for distributive education and 16 for office education teacher-coordinators was evolved from the critical behaviors reported frequently. Reasoned-judgment reaction questions were used to ascertain the philosophy of 48 Illinois distributive education and 18 office education teacher-coordinators regarding 20 selected issues by comparing their responses with those of national distributive education leaders in 1959. It was recommended that the critical requirements evolved be considered by those administering preservice coordinator training. (MM)

VT 004 211
Allen, David
Innovation in Trade-Technical Teacher Education, a Report of the Summer Session. (University of California, Los Angeles, June 22-July 30, 1964).

California State Dept. of Education, Sacramento. Bureau of Industrial Education
California Univ., Los Angeles. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 36p.

*TRADE AND INDUSTRIAL TEACHERS; *TEACHER EDUCATION; *PROGRAM DESCRIPTIONS; *SUMMER PROGRAMS; *COURSE ORGANIZATION; TEACHER IMPROVEMENT; PROGRAM EVALUATION

Because of the educational background and the way they enter the teaching profession, trade and technical teachers require special programs in teacher education. This program involving two six-unit summer courses, sought to provide adequate educational experiences. The first, "The Instructional Processes in Vocational Education" involved instruction in learning, psychometry, instructional techniques, development of instructional media, classroom counseling, and guidance. The second, "Principles and Practices of Vocational Education" provided a comprehensive study of the history and philosophy of vocational education, the sociological, economic, and technological environment, the scope and functions of vocational education, the development of teacher-community relations, and educational leadership. Instruction in both sessions was integrated and sequenced and utilized team teaching, programed instruction, traditional large group instruction, and small group interaction instruction. The appendix contains a key to the size of the group utilized for each activity and a list of all the activities involved. (EM)

VT 006 519 ED 022 055
Grushka, Donna G.
Project "SIP" - Solving Industrial Problems. Final Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.95
OEG-4-7-063046-1612 08
BR-6-3046
Pub Date - Jul68 57p.

*TRADE AND INDUSTRIAL EDUCATION; *SCHOOL INDUSTRY RELATIONSHIP; PROGRAM IMPROVEMENT; PROGRAM ATTITUDES; *INTERACTION; *TRADE AND INDUSTRIAL TEACHERS; *SUPERVISORS; INDUSTRY; INSERVICE PROGRAMS; SCHOOL ENVIRONMENT; WORK ENVIRONMENT; EXPERIMENTAL PROGRAMS; OBSERVATION; QUESTIONNAIRES; GROUP DISCUSSION
SALT LAKE CITY; UTAH

The objective of this project was (1) to increase knowledge of industrial conditions and requirements and vocational education programs among selected teachers, industrial supervisors, and apprenticeship personnel, and (2) to increase communication and cooperation among these people for the purpose of bringing graduates of vocational trade and industrial programs closer to the employment needs of industry. Participants were 20 high school teachers of trade and industrial subjects, 20 industrial supervisors, and a small number of representatives of union apprenticeship programs in the Salt Lake City, Utah area. Methods included visits to schools by the industrial supervisors for one-half day each month for 3 months, visits to industry by the teachers for one-half day each month for 3 months, observation of union apprenticeship council meetings by each teacher, and subject area discussion meetings for each skill group. A questionnaire was administered to the participants at the beginning and end of the project to obtain information on such items as the adequacy of high school vocational programs, suggestions for improving or changing these programs, and changes in attitudes. The program proved effective in generating ideas for changes in or additions to programs of vocational trade and industrial preparation and in stimulating cooperative efforts between teachers and industrial supervisors. It is recommended that such a program be implemented at the district level in the State of Utah. (HC)

VT 006 655 ED 027 382
Anecdotal Abstracts from an Environment for Learning, Written at the 1966 and 1967 Summer Institutes of Technology for Children (Marlton, New Jersey).

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Ford Foundation, New York, N.Y.
EDRS PRICE MF-$0.50 HC-$3.70
Pub Date - 67 72p.

*CASE STUDIES (EDUCATION); ABSTRACTS; *INDUSTRIAL ARTS; STUDENT EVALUATION; *ELEMENTARY EDUCATION; *INSERVICE TEACHER EDUCATION; *INTERDISCIPLINARY APPROACH
*TECHNOLOGY FOR CHILDREN PROJECT; SUMMER INSTITUTE OF TECHNOLOGY FOR CHILDREN; NEW JERSEY

Abstracts which reflect a cross section of the anecdotal records made during two 6-week inservice teacher education institutes are presented. The institutes were designed to help elementary teachers combine technological activities with regular academic lessons for children in kindergarten through grade 6. Each of 38 teachers observed one child, who was in a group situation, one and one-half hours each day for 4 weeks and made the origial anecdotal records. At the conclusions of each institute the teachers selected an area of interest and prepared an abstract from their records. The abstracts which report on pupils at the primary and intermediate grade level are: (1) "Reading and Language Arts" by Judith Motley, (2) "Mathematics" by Alma Merritt, (3) "Science" by Jean Stover, (4) "Language Arts" by Ellen Shinn, (5) "Vocabulary Building" by Mary Holzschuher, (6) "Industrial Arts and Science" by Barbara Pawlowski, (7) "Listening Skills and Mathematics" by Mary O'Malley, (8) "Science" by Carl Roache, and (9) "Mathematics" by Joan Errickson. Each abstract focuses on one pupil and their activities, problems and progress in one learning or subject area. (EM)

VT 006 677   ED 025 623
Crouch, J. Page
An Appraisal of the 1957 NDEA Institutes for Advanced Study in Industrial Arts and Their Impact Upon Professional Activities of Participants and Directors.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date -   68 295p.

DOCTORAL THESES; *PROGRAM EVALUATION; INSTITUTES (TRAINING PROGRAMS); *SUMMER INSTITUTES; PARTICIPANT CHARACTERISTICS; *PARTICIPANT SATISFACTION; *ADMINISTRATOR ATTITUDES; *INDUSTRIAL ARTS; PROGRAM EFFECTIVENESS; PROGRAM ADMINISTRATION; INSTRUCTIONAL PROGRAMS; PROGRAM CONTENT; QUESTIONNAIRES
NATIONAL DEFENSE EDUCATION ACT INSTITUTES; *INSTITUTES FOR ADVANCED STUDY IN INDUSTRIAL ARTS

This study was conducted to ascertain the impact on the subsequent professional practices of institute directors and participants and to collect the opinions of these people regarding instruction, organization and administration of the 29 institutes. Mailed questionnaires were returned by 28 directors and 671 participants. Findings included: (1) Over 80 percent of the participants had changed course objectives, course scope, and reading habits, (2) 19 percent of the participants indicated new professional association memberships, and 33 percent indicated more active organizational involvement, (3) Stipend payments influenced participation more than graduate credit, (4) 87 percent of the participants found the content "high but adaptable" or "directly applicable," (5) Institute personnel were rated "good" or "outstanding" by over 60 percent of the participants, (6) Increased experimental and mass production activities were reported by 53 and 44 percent respectively, (7) 94 percent of the participants gave an overall rating of "good" or "outstanding," and (8) 80 percent felt completely free to question staffs of the institutes. This Ed.D. thesis was submitted to the University of Missouri, Columbia. (EM)

VT 006 682   ED 025 625
Musgrove, William R.
Relationship of Occupational Experience, Teaching Experience, Technical Training and College Training to Rated Teaching Effectiveness of Vocational Electronics Teachers.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date -   68 136p.

*TRADE AND INDUSTRIAL TEACHERS; DOCTORAL THESES; ELECTRONICS; *TEACHER EVALUATION; TEACHER ATTITUDES; STUDENT ATTITUDES; ADMINISTRATOR ATTITUDES; *RATING SCALES; *EDUCATIONAL EXPERIENCES; *EMPLOYMENT EXPERIENCE; TEACHER EXPERIENCE; TEACHER CHARACTERISTICS; SURVEYS

An attempt was made to ascertain the relationship between (1) occupational experience, (2) teaching experience, and (3) amount of education and rated effectiveness of vocational electronics teachers. Current status, teacher strengths and weaknesses, and educational and hiring applications were also examined. Teacher effectiveness ratings by 2,738 students, 200 supervisors, and 210 electronics teachers were collected in a mail survey covering Alabama, Georgia, Iowa, Kentucky, Minnesota, Missouri, Washington, and Wisconsin. Major findings included: (1) Teacher self ratings were significantly (.05 level) associated to length of occupational experience, but student and supervisors ratings were not significantly associated, (2) Supervisors ratings were significantly associated to length of teaching experience, but student and teacher self ratings were not, (3) College training was negatively associated to effectiveness on student and teacher self ratings and not associated on supervisors ratings, and (4) Technical training had no significant relationship to teacher effectiveness. The author indicates that the use of rating scales is a highly questionable procedure for teacher evaluation. This Ed.D. thesis was submitted to the University of Missouri, Columbia. (EM)

VT 006 687
Gatlin, Sammie Carol; Johnson, Mildred B.
A Study of Problems Recognized by Vocational Home Economics Teachers. Research Series in Occupational Education No. 9.

North Carolina Research Coordinating Unit in Occupational Education, Raleigh
North Carolina Univ., Greensboro. Dept. of Home Economics
North Carolina State Univ., Raleigh. School of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date -   52p.

*HOME ECONOMICS EDUCATION; TEACHER EDUCATION; *EDUCATIONAL PROBLEMS; TEACHER EXPERIENCE; TEACHER ATTITUDES; *HOME ECONOMICS TEACHERS; TEACHER CHARACTERISTICS; SURVEYS; HIGH SCHOOLS; QUESTIONNAIRES
NORTH CAROLINA

A study was designed to identify the problems recognized by 100 North Carolina secondary vocational home economics teachers with varying amounts of teaching experience. An 80-item questionnaire sought information about working with learners, development of curriculum, management of time and other resources, personal adjustment, professional orientation, and the teacher and the school. In the sampled population the average teacher had 8.76 years of teaching experience and taught 4.75 classes per day with 18.5 students per class. Findings showed that over half of the teachers agreed on 33 of 67 problem areas. There was a significant relationship between problems reported and the amount of teaching experience. Major concerns of the majority were: time management, the development of concepts and generalizations, lack of opportunity for field trips, and the need for effective techniques to adapt materials for slow learners. Other concerns were handling supervised home economics, scheduling conferences, planning adult classes, handling extra-curricular activities, public relations, and keeping resource files organized and up to date. Implications, which are grouped into the three categories of teacher education programs, home economics supervisors, and further study may provide a frame of reference for teacher education programs. The questionnaire and related letters are included in the document. (FP)

VT 006 746 ED 027 383
Tennyson, W. Wesley; Meyer, Warren G.
Pilot Training Project for Teachers of Distribution and Marketing, Focusing on Responsibilities for Career Development.

Minnesota Univ., Minneapolis. College of Education
Minnesota State Dept. of Education, St. Paul
EDRS PRICE MF-$0.50 HC-$4.85
Pub Date - 15Dec67 95p.

*DISTRIBUTIVE EDUCATION; DISTRIBUTIVE EDUCATION TEACHERS; *TEACHER EDUCATION; *VOCATIONAL COUNSELING; CAREER PLANNING; *OCCUPATIONAL GUIDANCE; OCCUPATIONAL CHOICE; OCCUPATIONAL ASPIRATION; VOCATIONAL DEVELOPMENT; PILOT PROJECTS; *TEACHER WORKSHOPS
*DISTRIBUTIVE EDUCATION TRAINING PROJECT; UNIVERSITY OF MINNESOTA

This pilot training project conducted during the summer of 1967 was Phase I of a two-phase training program. Phase I (ED 016 805) was conducted during the summer of 1966 and provided a group of 30 distributive education teacher-coordinators with distributive occupational experience in two business firms. The purpose of Phase II was to increase teacher effectiveness in encouraging self-exploration and developing judgement and decision-making skills in students. General approaches followed were (1) consideration of instructional content and methods appropriate to the career development of the distributive education student, and (2) group experiences designed to focus on the career and personal development of the coodinators and distributive teachers enrolled in the workshop. The instructional program was conducted within a 5-week schedule and consisted of three courses: (1) didactic instruction, 25 class hours, (2) group process, 30 class hours, and (3) integrative seminar, 35 class hours. Fifteen graduating seniors from local schools were selected for the demonstration class. The program was evaluated through: (1) studies of behavioral and performance change during the time the teacher was enrolled in the training program, (2) the effect on the career and self-development of the participant in the demonstration class, and (3) the quality of teaching materials that were developed. (MM)

VT 007 322 ED 025 634
Conley, Franklin
An Analysis of Factors in the Recruitment, Preparation, Certification, and Retention of Day Trade Teachers.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - 68 166p.

DOCTORAL THESES; *TRADE AND INDUSTRIAL TEACHERS; TEACHER CHARACTERISTICS; TEACHER QUALIFICATIONS; *TEACHER RECRUITMENT; TEACHER EMPLOYMENT; TEACHER EDUCATION CURRICULUM; *TEACHER ATTITUDES; TEACHER PARTICIPATION; *EMPLOYMENT PRACTICES; WORK EXPERIENCE; PROFESSIONAL EDUCATION; *ADMINISTRATOR ATTITUDES; SURVEYS; TEACHER SELECTION; TEACHER CERTIFICATION; TEACHER EXPERIENCE; QUESTIONNAIRES
MISSOURI; IOWA; KANSAS; MINNESOTA; NEBRASKA; SOUTH DAKOTA

The purposes of this study were to assess the status of recruitment, preparation, certification, and retention practices and procedures concerning day trade teachers, and to assess the effectiveness of these practices as expressed by day trade teachers, local administrators, and state administrators in the states of Iowa, Kansas, Minnesota, Missouri, Nebraska, and South Dakota. Data were collected by questionnaire from 417 day trade teachers, 134 local administrators, and six state administrators. The findings are presented for Missouri and for the other combined states. Some findings for Missouri were: (1) Over 60 percent of the local administrators did not use a planned program of recruitment and 42 percent reported great effort was necessary to find such teachers, (2) 67 percent indicated frequent or very extensive reliance on other teachers for recruiting assistance, and (3) The most effective recruitment methods were teacher contacts, letters and personal contacts by administrators, and part-time evening teaching. Among the combined findings, were (1) 63 percent of the local administrators expected such teachers to become more difficult to find, and (2) 74 percent of the local administrators felt that it took 2 years for these teachers to become effective. This Ed.D. thesis was submitted to the University of Missouri, Columbia. (EM)

VT 007 432 ED 028 255
Involvement. Inservice Business Teacher Programs Leading to a Better Understanding of Students with Special Needs.

City Univ. of New York, N.Y. Hunter Coll.
Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.30
Pub Date - 68 144p.

*BUSINESS EDUCATION; *INSERVICE TEACHER EDUCATION; TEACHER EXPERIENCE; *DISADVANTAGED YOUTH; *DISADVANTAGED ENVIRONMENT; CLINICAL EXPERIENCE; FIELD EXPERIENCE PROGRAMS; *PROGRAM GUIDES; TEACHER ATTITUDES; COMMUNITY CHARACTERISTICS; ANNOTATED BIBLIOGRAPHIES; COMMUNITY ORGANIZATIONS; CULTURAL BACKGROUND; SOCIAL ENVIRONMENT; COMMUNITY STUDY; INSTRUCTIONAL MATERIALS

The purpose of this institute was to prepare written materials that would aid local school supervisors in the development of community awareness through clinical experiences. Fifteen participants were selected from cities located in 10 different states and the District of Columbia. Institute members participated in at least two activities, the purpose of which was to develop guides to follow in arranging similar experiences and to increase their own sensitivity to the environment of poverty. Participant reactions are recorded for 22 clinical experiences along side a description of the experience, purposes of the project, and steps to be followed in the organization of the experience. Clinical experiences were provided in the areas of orientation experiences, interviews with disadvantaged students and with parents of disadvantaged students, agency visits, cooperation with the business community, and visits to the peripheral environment. Also included are annotated bibliographies and program descriptions covering films and film strips of Negro leaders, sociological and psychological backgrounds of the disadvantaged, new teaching methods, and current supplementary textbook material. (MM)

VT 007 461 ED 027 392
Cooperative Education Programs for Prospective Vocational-Technical Education Teachers (COPE). First Annual Report.

Rutgers, The State Univ., New Brunswick, N.J.
Ford Foundation, New York, N.Y.
EDRS PRICE MF-$0.50 HC-$3.30 GRANT-67-290
Pub Date - 1Jul68 64p.

*TEACHER EDUCATION; *TRADE AND INDUSTRIAL TEACHERS; *BEGINNING TEACHERS; *COOPERATIVE EDUCATION; TEACHERS; TEACHER RECRUITMENT; ADVISORY COMMITTEES; PUBLIC RELATIONS; PROGRAM ADMINISTRATION; *PROGRAM DESCRIPTIONS; STUDENT CHARACTERISTICS; QUESTIONNAIRES
RUTGERS THE STATE UNIVERSITY

This program was initiated in 1967 to provide an alternate source of teachers for vocational education. It gives high school graduates, primarily from vocational and industrial arts education programs, as well as technical institute graduates an opportunity to combine a cooperative work experience in their chosen trade or occupation with an approved academic program. Upon completion of the prescribed program, individuals will receive appropriate teacher certification and will have earned the bachelor of science degree. The cooperative aspect of the offering and the formal university program are compatible in that university college courses are offered in the late afternoon and evening, leaving the student ample time to work in industry. The student is required to accrue a minimum of 5,000 hours of approved work experience under supervision of a coordinator. Time spent learning the trade in either the high school or technical institute programs would be counted toward the 5,000 hours experience requirement. Upon completion of the minimum experience requirement, the student is required to pass an occupational competency examination. Details on recruitment, public relations, the students, entry requirements, coursework and recommendations are included. (CH)

VT 007 624   ED 024 837
Schultheis, Robert A., Ed.; Vaughn, Alvin, Ed.
Changing Undergraduate Business Teacher Education Programs to Prepare Teachers for Culturally Different Youth.

Temple Univ., Philadelphia. Dept. of Business Education
Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.40
Pub Date - Jun68 146p.; Report of an Institute (Temple University, June 3-14, 1968).

SUMMER INSTITUTES; *INSERVICE TEACHER EDUCATION; *DISADVANTAGED YOUTH; *UNIT PLAN; *BUSINESS EDUCATION TEACHERS; BUSINESS EDUCATION; GHETTOS; NEGROES; *OFFICE OCCUPATIONS EDUCATION; CONFERENCE REPORTS; SECONDARY EDUCATION; CULTURALLY DISADVANTAGED; SPEECHES; INSTRUCTIONAL MATERIALS; BIBLIOGRAPHIES

This summer institute was designed to upgrade teacher educators in business education departments of urban universities and state colleges. Specific purposes were to increase their knowledge of culturally different youth and programs for these youth, and to provide an opportunity for them to develop and implement teaching units for such programs. There were 13 participants from Philadelphia and New Jersey who represented nine colleges and four school systems. Major presentations were: (1) "Negro Subculture and Family Organization" by Zelda Samoff, (2) "Human Relations and the Education of Teachers" by Charlotte Epstein, (3) "Teacher Attitudes and the Black Student" by Novella Williams, (4) "Problems Related to the Education of Black Students in Philadelphia" by William Mathis, (5) "Project 120: Training Teachers for Ghetto Schools" by Bernice Samalonis, (6) "Changing the Perceptions of Negro Slum Students Toward Office Work" by Estelle Popham and others, and (7) "Cognitive Problems of the Disadvantaged Student in Business Education Subjects" by Doxey Wilkerson and others. Also included are 16 teaching units, one content outline for a course of study, and a bibliography of 112 books. (EM)

VT 007 652   ED 025 670
Linn, Elizabeth M., And Others
Summer Teacher Training Institute in Dental Assisting, 1967. Final Report.

Marquette Univ., Milwaukee, Wis.
Office of Education (DHEW), Washington, D.C.   OEG-1-7-070463-3546   08
EDRS PRICE MF-$0.75 HC-$8.50   BR-7-0463

Pub Date - Dec68 168p.

*TEACHER EDUCATION; *SUMMER INSTITUTES; *DENTAL ASSISTANTS; *HEALTH OCCUPATIONS EDUCATION; PROGRAM ADMINISTRATION; COURSE CONTENT; PROGRAM EVALUATION; QUESTIONNAIRES; TEACHING METHODS; *PROGRAM DESCRIPTIONS; INSTRUCTIONAL MATERIALS; PARTICIPANT SATISFACTION
MARQUETTE UNIVERSITY; *SUMMER TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING, MILWAUKEE, WISCONSIN, JUNE 25-July 21, 1967

Five dentists, 17 dental assistants, and three dental hygienists participated in the dental assistant teacher training institute held at Marquette University, Milwaukee, Wisconsin, June 25 to July 21, 1967. Curriculum objectives were based upon analysis of the job of the dental assisting instructor; the following units were chosen to meet the objectives: (1) orientation, (2) teaching and learning, (3) evaluation and testing, and (4) organization and management. On the first day of the institute, participants compiled a questionnaire regarding their needs and objectives. Some indicated they would have administrative reponsibilities, others primarily teaching responsibilities, and others a combination of both. The objectives stated were in keeping with the objectives previously developed for the institute. Teaching methods included practice teaching of institute members, lecture, discussion, and small group activity. Written evaluations at the end of the third and fourth weeks and four months after the institute indicated general satisfaction with the outcomes. Both administrators and classroom teachers indicated utilization of learning in the post institute evaluation. An appendix includes forms, content outlines and instructional materials, and evaluation questionnaires. (JK)

VT 007 680
Teacher Educator Conference Report (Casa Grande, Arizona, November 7-8, 1968).

Arizona Occupational Research Coordinating Unit, Phoenix
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov68 29p.

*CONFERENCE REPORTS; *VOCATIONAL EDUCATION; TEACHER CERTIFICATION; *TEACHER EDUCATION; *RESEARCH UTILIZATION; EDUCATIONAL LEGISLATION; EDUCATIONAL TRENDS; DATA COLLECTION; RESEARCH COORDINATING UNITS; EDUCATIONAL RESEARCH
*TEACHER EDUCATOR CONFERENCE, CASA GRANDE, ARIZONA, NOVEMBER 7-8, 1968

The purpose of the conference was to develop a system for timely and appropriate availability of research results; to acquaint teacher educators and state personnel with the research materials now available, and with those that will be available; to explain the research utilization system developed by the Research Coordinating Unit; and to obtain suggestions for improving the system. Topics covered include legislation, patterns in teacher education, research utilization, certification, and data gathering. (CH)

VT 007 684 ED 027 398
Report of Second Annual Workshop for Coordinated Vocational-Academic Education (Brownwood, Texas, July 29-August 1968). Units One-Seven.

Texas Education Agency, Austin. Dept. of Vocational Education
EDRS PRICE MF-$1.25 HC-$15.70
Pub Date - 68 312p.

*VOCATIONAL EDUCATION; *TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; BEGINNING TEACHERS; SPECIAL PROGRAMS; TEACHER DEVELOPED MATERIALS; TEACHER IMPROVEMENT; TEACHER WORKSHOPS; *CONFERENCE REPORTS; TEACHING METHODS; *INSTRUCTIONAL MATERIALS; BEHAVIORAL COUNSELING; COOPERATIVE EDUCATION; TEACHING ORIENTATION; INTERDISCIPLINARY APPROACH; DISADVANTAGED YOUTH; HANDICAPPED STUDENTS; CLASSROOM TECHNIQUES
TEXAS; *WORKSHOP FOR COORDINATED VOCATIONAL ACADEMIC EDUCATION TEACHERS, BROWNWOOD, TEXAS, JULY 29-AUGUST 2, 1968; COORDINATED VOCATIONAL ACADEMIC EDUCATION

Coordinated Vocational-Academic Education (CVAE), (formerly entitled Occupational Training), is the Texas Education Agency Vocational Program designed for students with special learning needs. It is intended for in-school youth possessing academic, socioeconomic, or other handicaps to such an extent as to prevent them from succeeding in standard educational endeavors. The program includes a combination of vocational and modified academic instruction that provides the dual educational opportunities of acquiring a saleable vocational skill while also acquiring basic knowledge in the fields of mathematics, science, English, and social studies. This report of the second annual CVAE workshop includes seven separate publications, six of which pertain to the six courses taught. The units are: Unit One, General Report of Workshop; Unit Two, Introduction to Teaching Coordinated Vocational-Academic Education; Unit Three, Organization and Use of Instructional Material; Unit Four, Shop and Classroom Organization and Management; Unit Five, Behavioral Analysis and Guidance; Unit Six, Implementation of Instructional Material; and Unit Seven, Orientation to Cooperative Training. (CH)

VT 007 696 ED 025 676
Ekstrom, G.F., Comp.
Teacher Educators in the Federally Supported Programs of Agricultural Education.

EDRS PRICE MF-$0.25 HC-$2.00
Pub Date - 68 38p.

*AGRICULTURAL EDUCATION; *TEACHER EDUCATORS; *PROFESSIONAL ASSOCIATIONS; *NATIONAL ORGANIZATIONS; HISTORY; PROGRAM DEVELOPMENT; *HISTORICAL REVIEWS; PUBLICATIONS; ADMINISTRATIVE POLICY; ACTIVITIES
AATEA; *AMERICAN ASSOCIATION OF TEACHER EDUCATORS IN AGRICULTURE; AMERICAN VOCATIONAL ASSOCIATION; AVA

This historical record of the organizational background and activities of the American Association of Teacher Educators in Agriculture (AATEA) was an outgrowth of an action taken by the executive committee in 1957. Part I contains information relating to the history of the parent organizations: (1) Ten-year Teacher Trainers, 1929-1950, and (2) Teacher-Trainers Section, 1951-1959. Part II discusses the AATEA from 1960 to the present time under headings of: (1) Development, (2) Affiliations, (3) Activities and Projects, (4) Publications, (5) Textbooks, (6) Special Awards, (7) Officers, and (8) Agricultural Education Division, American Vocational Association (AVA). The appendix contains a listing of past officers and discussion leaders. (DM)

VT 007 752 ED 025 678
Merrill, E.L.; Russell, Wendell H.
The Training and Technology Project Experimental Research Program for Vocational-Technical Teachers. Final Report.

Oak Ridge Associated Universities, Tenn.
Tennessee Univ., Knoxville.
Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.
Office of Education (DHEW), Washington,D.C.
EDRS PRICE MF-$1.50 HC-$19.25 OEG-2-6-062329-1865 08
BR-6-2329

Pub Date - Dec68 383p.

*TEACHER EDUCATION; *TRADE AND INDUSTRIAL TEACHERS; *INSTITUTES (TRAINING PROGRAMS); INDUSTRIAL EDUCATION; INTERAGENCY COOPERATION; PARTICIPANT SATISFACTION; *CURRICULUM; PROGRAM EVALUATION; *PROGRAM DESCRIPTIONS; PRESERVICE CONTENT; EXPERIMENTAL PROGRAMS; ORGANIZATION; PARTICIPANT CHARACTERISTICS; QUESTIONNAIRES
*TRAINING AND TECHNOLOGY PROJECT; TAT; OAKRIDGE Y-12 PLANT; VOCATIONAL TECHNICAL TEACHER INSTITUTE

Over a 31-month period from June 1966 to December 1968, the University of Tennessee and Union Carbide Corporation conducted preservice and inservice institutes for 160 industrial education teachers. These institutes carried college credit and covered Mechanical Technology and Drafting, Industrial Electronics Technology, Machine Shop and Fabrication, and Physical Testing and Welding Technology. Participants included teachers, retired or discharged military personnel, and industrial employees. The institutes included both technical and professional education courses to upgrade teachers by providing training on realistic industrial equipment in a climate combining industrial methods, processes, production, and production standards. Facilities at the Oak Ridge Y-12 Plant were utilized in these institutes. Costs for these programs were about $225 per week per participant, of this $36-39 was for industrial participation. Appendixes include: (1) Course Outlines, 1966 and 1967 Inservice Institutes, (2) Statistical Profiles and Participants, (3) Evaluation Reports, (4) Followup Surveys and (5) Curriculum Description. (EM)

VT 007 806 ED 028 265
Nurse-Faculty Census, 1968.

National League for Nursing, New York, N.Y. Research and Development
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
National League for Nursing, 10 Columbus Circle, New York, New York 10019 ($.50).
Pub Date - 68 11p.

*NATIONAL SURVEYS; *FACULTY; *NURSING; *HEALTH OCCUPATIONS EDUCATION; *EDUCATIONAL BACKGROUND; TEACHER DISTRIBUTION; TEACHER SUPPLY AND DEMAND; QUESTIONNAIRES

This is the 1968 biennial census of nurse-faculty members teaching in nursing programs and in cooperating institutions providing clinical experiences for students in nursing. It is intended as an overview of current conditions and a basis for future estimates and planning. As of January 1968, 20,077 full-time and 3,554 part-time nurse-faculty members were reported as employed in 2,502 programs and there were 1,657 unfilled budgeted positions reported. The estimated total number of employed nurse-faculty members was 23,676 and the total number of unfilled budgeted positions was estimated at 1,793. Nurse-faculty members for whom educational achievement was reported generally held at least a bachelor's degree, and the majority of administrators reported the master's degree as the highest credential earned. Higher proportions of full-time nurse-faculty members functioned in the North Atlantic and Midwest than in the Southern and Western regions; however, the proportionate geographic distribution of full-time nurse-faculty members employed in the three types of registered nurse programs was closely approximated by that of students reported enrolled in these programs in each of the four regions. (JK)

VT 007 842 ED 027 414
Godfrey, Eleanor P., And Others
Vocational Programs in the Public Schools: The Role of the Teacher. Final Report.

Bureau of Social Science Research, Inc., Washington, D.C.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$13.15 OEG-2-6-000396-0664 08
BR-5-0140

Pub Date - 6Feb69 261p.

*CURRICULUM; *COMPREHENSIVE PROGRAMS; VOCATIONAL SCHOOLS; *POST SECONDARY EDUCATION; *SECONDARY EDUCATION; VOCATIONAL EDUCATION; TEACHER ATTITUDES; ADMINISTRATOR ATTITUDES; COUNSELOR ATTITUDES; TEACHER BACKGROUND; CAREER CHOICE; TEACHER CHARACTERISTICS; EMPLOYMENT PATTERNS; TEACHER QUALIFICATIONS; EDUCATIONAL ENVIRONMENT; *TEACHER ROLE; QUESTIONNAIRES; SURVEYS; COMPARATIVE ANALYSIS; TEACHERS; VOCATIONAL EDUCATION TEACHERS

To compare the backgrounds, training, and degree of satisfaction with teaching of secondary and post-secondary academic and vocational teachers, and to obtain the opinions of the teachers and their colleagues in administration and guidance about some important educational issues, a stratified random sample was selected of 180 of the larger public school districts. A post-secondary institution was paired with each secondary school selected, resulting in a sample of 11,649 administrators, counselors, and teachers. Some major findings were: (1) Vocational teachers worked longer hours with fewer students than academic teachers, (2) Changes recommended by teachers were a broad, general education in the high school, a narrower focus on job-related studies in the post-secondary vocational and technical programs, and greater emphasis on mathematics and humanities in the junior college transfer programs, (3) A majority favored more intensive vocational guidance and training in junior high school and more part-time student employment, (4) most teachers recommended a single post-secondary institution embracing both academic and vocational programs, and (5) most respondents felt a combination high school program was feasible for all students if unnecessary requirements were eliminated. (DM)

VT 007 874 ED 027 418
Popham, W. James
Performance Tests of Instructor Competence for Trade and Technical Education. Final Report.

California Univ., Los Angeles
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.60 OEC-5-85-051 08
BR-5-0004

Pub Date - Jun68 150p.

*TEACHER EVALUATION; *VOCATIONAL EDUCATION TEACHERS; TEACHING QUALITY; PERFORMANCE CRITERIA; *PERFORMANCE TESTS; ELECTRONICS; AUTO MECHANICS; BEHAVIORAL OBJECTIVES; *TRADE AND INDUSTRIAL EDUCATION; EXPERIMENTAL TEACHING; ACADEMIC ACHIEVEMENT; *TEST CONSTRUCTION; QUESTIONNAIRES; PRETESTING; POST TESTING

Two performance tests of teaching proficiency in the field of trade and industrial education were developed during this project, one in the field of auto mechanics (carburetion) and one in the field of electronics (power supplies). An assessment was made of each test's ability to distinguish between experienced teachers and the non-teacher with respect to their ability to achieve pre-specified instructional objectives. All subjects, teachers and non-teachers, were given sets of operationally defined objectives. They attempted to achieve those goals during an instructional period of approximately 10 hours. Pre- and post-tests based explicitly on the objectives were given to each subject's pupils, and average class achievement was used as the index of the teacher's proficiency. Twenty-eight auto mechanics teachers and 28 non-teachers instructed over 1,200 pupils while 16 electronics and 16 non-teachers instructed over 700 pupils. Comparisons of pupil performance data revealed no systematic differences between the performance of the teacher and non-teacher group of either auto mechanics or electronics. These results were attributable to problems associated with the training of teachers as well as the reinforcement structures operating when they commenced training. (EM)

VT 007 875 ED 027 419
Tuttle, Francis
Summer Institute to Train Data Processing Teachers for the New Oklahoma State-Wide Computer Science System, Phase II. Final Report.

Oklahoma State Board for Vocational Education, Stillwater. Div. of Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.95 OEG-1-7-070822-3486 08
BR-7-0822

Pub Date - 29Jan69 37p.

COMPUTER PROGRAMS; *DATA PROCESSING; SYSTEMS ANALYSIS; *SUMMER INSTITUTES; TEACHER WORKSHOPS; QUESTIONNAIRES; *COMPUTER SCIENCE EDUCATION; *TEACHER EDUCATION; PROGRAM DESCRIPTIONS; *TECHNICAL EDUCATION; PARTICIPANT SATISFACTION; CURRICULUM
OKLAHOMA STATE-WIDE DATA PROCESSING SYSTEM

Twenty-three instructors participated in an 8-week summer institute to develop their technical competency to teach the second year of a 2-year Technical Education Computer Science Program. Instructional material covered the following areas: (1) compiler languages and systems design, (2) cost studies, (3) business organization, (4) advanced programming, and (5) operating systems. In evaluating the results of the institute, the Programmer's Aptitude Test by the Psychological Corporation, New York, New York, was given at the beginning to establish each participant's aptitude in areas of numeric, verbal, and abstract reasoning relevant to programming. In addition, pretest and post-test scores were determined in the following areas: (1) business organization, (2) cost accounting, (3) systems, (4) COBOL, and (5) FORTRAN. Class schedules, textbooks, and a teacher-participant evaluation are included. Success of the institute led to the following conclusions: (1) Competent data processing and computer programming instructors, including teachers from other disciplines, can be trained in two summer institutes, and (2) Their success can be predicted from aptitude tests. Periodic follow-up instruction to teachers is recommended. Phase I of this study is described in ED 010 666. (MU)

VT 007 902 ED 028 272
Woodin, Ralph J.
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1967-68 School Year.

Ohio State Univ., Columbus. Dept. of Agricultural Education
EDRS PRICE MF-$0.25 HC-$1.45
Pub Date - 68 27p.

*VOCATIONAL AGRICULTURE TEACHERS; *TEACHER SUPPLY AND DEMAND; *TEACHER SHORTAGE; *TEACHER RECRUITMENT; TEACHER EDUCATION; TEACHER PLACEMENT; *AGRICULTURAL EDUCATION; TEACHER SELECTION; TEACHER CERTIFICATION; QUESTIONNAIRES; SURVEYS

A fourth annual study of the supply and demand for teachers of vocational agriculture was conducted to determine: (1) the number of graduates qualified for teaching, (2) the number of graduates entering various teaching and non-teaching positions, (3) the number of teaching positions requiring replacement the previous years, (4) the number of teachers holding emergency or temporary certificates, (5) positions in new types of programs, and (6) an estimate of required teachers by the year 1970. Head state supervisors and teacher educators responded to a questionnaire in August 1968 to provide the necessary information. Some findings were: (1) 942 replacements were needed during the 1967-68 school year, (2) 141 teachers were needed but unavailable on August 1, 1968, (3) 65 departments were unable to operate in 1967-68 because of the teacher shortage, (4) The rate of turnover decreased 8.9 percent, (5) More teachers utilized temporary or emergency certificates in 1968, (6) 62 percent of the qualified total entered teaching, (7) Qualified agricultural education graduates increased from 1,038 in 1965 to 1,314 in 1968, (8) Teaching positions rose during the same period by 228, and (9) An increasing number of teachers were involved with new programs of vocational agriculture. (DM)

VT 007 923 ED 027 424
Hensel, James W.; Bice, Garry R.
Annual National Vocational-Technical Teacher Education Seminar Proceedings (2nd, Chicago, Oct. 21-24, 1968). Leadership 17.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$8.60 OEG-3-7-000158-2037 08
BR-7-0158
The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($3.00).
Pub Date - Jan69 170p.

*CONFERENCE REPORTS; *VOCATIONAL EDUCATION; *TEACHER EDUCATION; *DISADVANTAGED YOUTH; *DIFFERENTIATED STAFFS; TECHNICAL EDUCATION; STAFF UTILIZATION; BIBLIOGRAPHIES; ADVISORY COMMITTEES; EDUCATIONAL PLANNING
*NATIONAL VOCATIONAL TECHNICAL TEACHER EDUCATION SEMINAR, CHICAGO, ILLINOIS, OCTOBER 21-24, 1968

To focus the attention of personnel in vocational education leadership positions on two major problems critical to further development and improvement of teacher education, a Second Annual National Vocational-Technical Teacher Education Seminar was held with 215 participants from 43 states and the District of Columbia registering. Problem areas of teacher education for differentiated staffing and for teaching the disadvantaged were the topics for intensive study. Position papers were developed for presentations by two task forces in the problem areas. Major presentations were: (1) Educational Personnel Development Agency and Vocational Education, by Don Davies, (2) Vocational Teacher Education: Concerns, Concepts and Commitments, by R.E. Taylor, (3) A Challenge for Action, by Rupert Evans, (4) Differentiated Staffing for Vocational-Technical Education, by D. Allen and P. Wagschal, and (5) Vocational-Technical Education for the Disadvantaged, by E.W. Gordon. In addition to major presentations, reactions of task force members to the presentations and summaries of the work of committees are included. Some supplementary items are: (1) a partial bibliography for teacher education of teachers for the disadvantaged, (2) guidelines and plans for the seminar, (3) the seminar program, (4) an evening film program, (5) summary of evaluations by participants, (6) a listing of the seminar staff, and (7) a list of seminar participants. (DM)

TEACHING
AND LEARNING
SECTION

VT 002 721 ED 020 318
Griggs, Mildred Barnes; Carlson, Nancy Wahl
The Psychomotor Domain--A Selective Bibliography with Annotations.

Illinois Univ., Urbana. Div. of Home Economics Education
EDRS PRICE MF-$0.25 HC-$1.10
Division of Home Economics Education, Department of Vocational and Technical Education, College of Education, University of Illinois, Urbana, Illinois 61801 ($.50).
Pub Date - Jun66 20p.

*ANNOTATED BIBLIOGRAPHIES; *PSYCHOMOTOR SKILLS; BASIC SKILLS; *SKILL DEVELOPMENT; *PHYSICAL DEVELOPMENT; PERCEPTION

Seventy-five alphabetized, annotated citations about the psychomotor domain, with publication dates from 1923 through 1965, are presented for use by those concerned with developing physical abilities and skills. Representative areas covered are (1) development of visual and motor skills, (2) educational psychology, (3) effects of anoxia and stress on learning, (4) human behavior, (5) learning, (6) learning transfer, (7) maturation, (8) motivation, (9) perception, (10) retention, and (11) teaching. (FP)

VT 004 535 ED 020 331
Bodenhamer, Schell H.
A Study of the Effects of Presenting Informative Speeches With and Without the Use of Visual Aids to Voluntary Adult Audiences.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-9549, microfilm $2.75, xeroxed $9.45).
Pub Date - 64 195p.

VISUAL LEARNING; VERBAL LEARNING; *ADULT LEARNING; *SPEECHES; AUDIENCE PARTICIPATION; AUDIOVISUAL AIDS; *RECALL (PSYCHOLOGICAL); *VISUAL STIMULI; *VERBAL STIMULI

To determine the comparative amount of learning that occurred and the audience reaction to meeting effectiveness, a 20-minute informative speech, "The Weather," was presented with visual aids to 23 and without visual aids to 23 informal, voluntary, adult audiences. The audiences were randomly divided, and controls were used to assure identical physical facilities and arrangements. A multiple-choice test measured the immediate recall after the speech presentation, and a questionnaire determined the differences in introspective reactions. Major findings were: (1) The adult audiences presented a speech supplemented with visual aids learned significantly more, as measured by immediate recall, than did adult audiences presented the same speech without visual aids, and (2) Adult audiences perceived the speech supplemented with visual aids as being at a significantly higher level of effectiveness than the same speech presented without visual aids. This Ph.D. thesis was submitted to The Ohio State University. (WB)

VT 004 536 ED 020 332
Christensen, Virgil Earl
Factors Influencing Acquisition and Retention of Learning in Vocational Agriculture.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-10,219, microfilm $6.25, xeroxed $22.05).
Pub Date - 64 459p.

HIGH SCHOOLS; *VOCATIONAL AGRICULTURE; *LEARNING; *RETENTION; PROBLEM SOLVING; *INDIVIDUAL DIFFERENCES; ANIMAL SCIENCE; STUDENT EXPERIENCE; *EDUCATIONAL TESTING; KNOWLEDGE LEVEL; ACADEMIC ABILITY; STUDENT INTERESTS
WISCONSIN

A pretest post-test, and retention test of 481 sophomore students enrolled in 33 Wisconsin high schools offering vocational agriculture were conducted to determine the effect of individual, home-farm situation, and student supervised farming experience differences upon acquiring and retaining learning in vocational agriculture classrooms. Each student's experience with and ownership of swine was determined prior to his participation in a classroom instructional unit on swine care and management. A measure of the knowledge gain was made at the unit's completion and again 150 days after the post-test. Fifteen classifications of students with several stratifications in each were used in studying independent variables. Some findings were: (1) Student ownership without qualification as to number of swine owned is not a meaningful expression where acquisition and retention are concerned, (2) Experience had greater influence on acquisition than on retention, (3) The level of occupational aspiration was a reflection of ability and an influential factor in learning in the vocational agriculture classroom, (4) A good to excellent opportunity to farm appeared essential if the student was to approach maximum classroom learning and retention, (5) The highest measured retention was of scientific and technological information and in problem solving scores, and (6) Aptitude had greater influence on total classroom acquisition and retention than did any other factor. This Ph.D. thesis was submitted to the University of Wisconsin. (WB)

VT 004 840
Learning Outcomes of the Educational Program Pertaining to Farmer Cooperatives in High School Departments of Vocational Agriculture in Virginia. Bulletin No. 575.

Virginia Agricultural Experiment Station, Blacksburg
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 43p.

*LEARNING; *VOCATIONAL AGRICULTURE; *FARMERS; *HIGH SCHOOL STUDENTS; PROGRAM EFFECTIVENESS; UNITS OF STUDY (SUBJECT FIELDS); EDUCATIONAL PROGRAMS; *COOPERATIVES
VIRGINIA

The purposes of the study were to determine (1) what learning outcomes should result from vocational agriculture instruction on farmer cooperatives, (2) topics on which farmers need and want information, (3) the learning of outcomes of the farmer cooperative educational program in Virginia in 1964-65, and (4) scope and characteristics which indicate the effectiveness of the instructional program. Using various data-gathering instruments pertaining to farmer cooperatives, the study had the following results: (1) When a list of 47 learning outcomes, chosen by a panel of experts, was submitted to 228 farmers enrolled in 19 schools, a majority of the farmers had acquired information about 76.5 percent of them, (2) From a possible list of 33 topics, a majority of the 144 young farmers questioned expressed a need and desire to study only 32 at some time, (3) On a test administered to 486 high school vocational agriculture students in 57 schools, 69 percent of the test questions were answered correctly, and (4) Of 200 teachers, representing 74 percent of the states teachers, who completed a questionnaire to supply information on instructional programs, nearly two-thirds taught cooperatives in conjunction with other subjects and one-fourth as a separate unit. (DM)

VT 005 226 ED 024 774
Cohen, Eli E.
A Demonstration On-the-Job Training Program for Semi-Professional Personnel in Youth Employment Programs. Final Report.

National Committee on Employment of Youth, New York, N.Y.
Office of Manpower, Automation and Training (DOL), Washington, D.C. Bureau of Apprenticeship and Training
EDRS PRICE MF-$0.50 HC-$4.30 Contract 82-31-02
Pub Date - 66 84p.

EMPLOYMENT SERVICES; *EMPLOYMENT PROGRAMS; YOUTH EMPLOYMENT; EMPLOYMENT PROBLEMS; *SUBPROFESSIONALS; *YOUTH AGENCIES; STAFF ROLE; *OCCUPATIONAL INFORMATION; PERSONNEL SELECTION; TASK ANALYSIS; CHANGING ATTITUDES; *EDUCATIONAL PROGRAMS; DEMONSTRATION PROJECTS

To demonstrate the value of employing "indigenous" adults as semi-professional workers in youth employment programs or agencies, this program was conducted between November 1964 and December 1965 in New York City. Sixty male and female adults aged 22 or older were carefully selected, to participate in 12 weeks of training with no guarantee of subsequent employment. Training consisted of a combination of on-the-job training, field trips, and classroom discussion and evaluation. General goals were: (1) identifying tasks that can be performed by semi-professional personnel, (2) developing methods to identify adults who can succeed in this field, (3) developing a training program, and (4) effecting changes in attitudes and degree of involvement on the part of professionals and institutions. Conclusions included: (1) when first hired, the nonprofessional worker needs a highly structured work situation, (2) the nonprofessional should be responsible to only one person in an agency, and (3) professional schools and associations need to explore the problem of professional supervision of nonprofessioals. Appendix A include trainee characteristics, job descriptions, lists of participating agencies, and copies of the training schedule and forms used. (ET)

VT 005 590
Fedel, Joan
Self Examination in Typewriting in a Multiple Class Situation Providing Individualized Instruction.

Colorado State Dept. of Education, Denver
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 18p.

*TYPEWRITING; *BUSINESS EDUCATION; *INDIVIDUAL INSTRUCTION; HIGH SCHOOLS; SELF EVALUATION; *SMALL SCHOOLS

The use of individualized instruction for first and second year typing classes in a small school having a total enrollment of about 60 students in seventh through 12th grade is discussed. Data were obtained for a total of 42 students in Typing I and 23 students in Typing II for the years 1960 to 1964. A total of 72 instruction sheets enabled the students to cover the Typing I and II material at individual rates. Timed writings were administered by the students by using continuous taped timings as well as a regular typing timer. Grading was simplified by having the students record their points earned on each job. These changes gave the teacher more time to assist with individual problems, to check the work as it was typed, and to correct technique faults immediately. (PS)

VT 005 935 ED 021 140
Huffman, Harry, And Others
A Taxonomy of Office Activities for Business and Office Education. Interim Report. Research 12.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
EDRS PRICE MF-$0.75 HC-$8.30 OEG-1-7-071233-5134 08
BR-7-1223
The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.75).
Pub Date - Jul68 164p.

*TAXONOMY; *TASK ANALYSIS; *OFFICE OCCUPATIONS; *OFFICE OCCUPATIONS EDUCATION; BEHAVIORAL OBJECTIVES; EDUCATIONAL PLANNING; VOCABULARY; BIBLIOGRAPHIES

A taxonomy is an orderly classification system that provides for an identification of relationships. A taxonomy of office activities for business and office education was developed to provide systematic guidance for observing and analyzing office activities, a common language for describing office activities, a basis for consolidating data from many locations and occupations, and a basis for writing performance goals. Information from previous research, from secondary sources, and from ideas of many educators and experts in business and in office administration was used in its development. It consists of a list of approximately 800 action verbs organized in three domains--operating, interacting, and managing--each of which has primary and secondary divisions. Each verb is defined and used to illustrate a sample task description. Position papers used in developing the taxonomy are presented: (1) Norman Kallaus describes the relationships of man, machine, and work and the impact of new hardware on all three, (2) W.M. Carrithers discusses the relationship of developments in hardware to developments in software, and (3) Irene Place presents a detailed procedure for developing and stabilizing a classification scheme for analyzing activities of office jobs. A definition of terms, an index of verbs for the taxonomy, and a bibliography are included. (PS)

VT 005 954
Observations on Students and Educational Methodology: Report of the 1966 Regional Workshops of the Council of Member Agencies of the Department of Diploma Programs.

National League for Nursing, New York, N.Y. Dept. of Diploma Programs
MF AVAILABLE IN VT-ERIC SET.
National League for Nursing, 10 Columbus Circle, New York, New York 10019 ($1.50).
Pub Date - 67 51p.

SPEECHES; DECISION MAKING SKILLS; TEACHER WORKSHOPS; *CONFERENCE REPORTS; *EDUCATIONAL QUALITIES; EDUCATIONAL PRACTICE; SECONDARY EDUCATION; *EDUCATIONAL TRENDS; *NURSING; *HEALTH OCCUPATIONS EDUCATION; INSTRUCTIONAL TECHNOLOGY
*NATIONAL LEAGUE FOR NURSING REGIONAL WORKSHOPS, 1966

A total of 958 representatives of 544 member agencies of the Council of Member Agencies of the Department of Diploma Programs attended the six 1966 National League for Nursing regional workshops. There was no central theme and each workshop was tailored to the needs of the instructors who participated. This document which includes the six workshop programs presents four speeches: "Education Today--Awakened Concern for a Critical Matter" by C. Kirk Greer, "Learning, Fact and Fancy" by Frank E. Marsh, Jr., "Preparing Nurses for Competent Decision-Making" by Norman M. Chansky, and "The Impact of Technology on Education" by Stanton W. Saltzman. The abstract of a fifth speech, "Philosophy, Facts, and Trends in Secondary Education" by Roland C. Faunce is also included. (JK)

VT 005 968 ED 026 477
Neal, Mary V.
Disaster Nursing Preparation. Report of a Pilot Project Conducted in Four Schools of Nursing and One Hospital Nursing Service.

National League for Nursing, New York, N.Y.
Office of Civil Defense (DOL), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$13.40
National League for Nursing, 10 Columbus Circle, New York, New York 10019 ($3.00).
Pub Date - 63 266p.

CURRICULUM; PILOT PROJECTS; *DISASTER; *NURSING; *HEALTH OCCUPATIONS EDUCATION; *PROFESSIONAL EDUCATION; PROGRAM DEVELOPMENT; TEACHER EDUCATION; ACHIEVEMENT TESTS; *PROGRAM DESCRIPTIONS; PROGRAM EFFECTIVENESS; BIBLIOGRAPHIES; CORE CURRICULUM

The project was designed to investigate and demonstrate the ways by which students of nursing and personnel in hospital nursing services can be prepared to cope with disaster problems as well as additional activities that impinge on medical practice. The demonstration projects were made possible through subcontracts with four institutions which indicated to the National League for Nursing their interest in developing disaster nursing content for their nursing programs. Essential content and suggested methods were identified by the Project Conference Group, and each institution provided for the preparation of its own faculty. The programs of Massachusetts General Hospital School of Nursing, University of Minnesota School of Nursing, Skidmore College Department of Nursing, Columbia University Teachers College Department of Nursing Education, and the nursing service of the Massachusetts General Hospital are described in detail. The National League for Nursing comprehensive achievement test in disaster nursing is explained and the results of its use in a study of students with and without disaster nursing instruction is reported. (JK)

VT 006 669 ED 026 490
Daines, James Richard
The Effect of Test Difficulty on Informational Achievement in a Technical Industrial Education Course at the College Level.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - 68 247p.

DOCTORAL THESES; EXPERIMENTAL GROUPS; ACHIEVEMENT TESTS; *ANXIETY; *POWER MECHANICS (SUBJECT); COLLEGE INSTRUCTION; *COLLEGE STUDENTS; STUDENT ATTITUDES; TEST SELECTION; INDUSTRIAL EDUCATION; *CHANGING ATTITUDES; CONTROL GROUPS; *TESTING; TEST CONSTRUCTION

The purpose of this study was to determine the effects of low difficulty and high difficulty testing approaches on the informational achievement of two groups of college students enrolled in a power mechanics course. Fifty students were assigned to two groups by a modified random technique, and treatments were randomly assigned to these groups. Control variables were (1) scholastic aptitude, (2) informational achievement, (3) anxiety, (4) attitude toward the course, and (5) number of previous courses in the field. The dependent variables were informational achievement, test situational anxiety, and attitude toward the course, with informational achievement being measured by low- and high-difficulty researcher-made achievement tests. Major findings were: (1) a significant gain in achievement in both groups, (2) a significant increase in test situational anxiety with the low-difficulty test approach, (3) no change in attitude for either group, (4) high ability students achieved best in the low-difficulty approach, (5) no significant achievement differences with the high-difficulty approach, and (6) the attitude of the high ability sub-group in the high-difficulty approach was significantly lower than that of other sub-groups. The achievement tests and statistical data are included in the appendix. (EM)

VT 006 671
Downs, William Alan
The Effect of Constructional Activities Upon Achievement in the Areas of Science and Mathematics at the Fifth Grade Level.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - 68 176p.

GRADE 5; *INDUSTRIAL ARTS; EXPERIMENTAL GROUPS; CONTROL GROUPS; DOCTORAL THESES; *ELEMENTARY SCHOOL SCIENCE; ELEMENTARY GRADES; *ENRICHMENT ACTIVITIES; URBAN SCHOOLS; ACADEMIC ENRICHMENT; RETENTION; *ACHIEVEMENT GAINS; *CONSTRUCTION (PROCESS); TEACHING TECHNIQUES; INTEGRATED ACTIVITIES

The determination of the effects of constructional activities on the learning and retention of science and mathematics knowledge in fifth grade students was the purpose of this study. One hundred seventy-eight students received Treatment A involving the building of bird houses in conjunction with a science unit on birds, and 159 students received Treatment B involving construction of items related to measurement and mathematics and the unit on birds. A control group of 285 students engaged in no constructional activities. Twenty-four teachers in nine schools were involved. A pre-test, post test, and five-week retention test were used. Control variables were I.Q., race, socioeconomic levels, student population stability, and size of schools. Findings included: (1) High ability students in both experimental groups achieved significantly higher than the low ability students in the control group, (2) There were no significant differences in achievement or retention due to sex, (3) There were no significant differences due to treatments for males, (4) Female students benefited most in achievement and retention from Treatment A, and (5) Mathematics retention scores for Group A were significantly greater than Group C. It was concluded that Treatment A was the more effective method. (EM)

VT 006 679 ED 025 624
Brenner, Charles J.
An Experimental Comparison of Direct-Detailed Versus Directed Discovery Laboratory Exercises in Teaching Selected Elements of Basic Electricity.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - 68 238p.

DOCTORAL THESES; *COMPARATIVE ANALYSIS; *TEACHING METHODS; *ELECTRICITY; *COLLEGE STUDENTS; *INDUSTRIAL EDUCATION; LABORATORY PROCEDURES; POST TESTING; PRETESTING; STUDENT ATTITUDES; EXPERIMENTAL GROUPS; CONTROL GROUPS; PROBLEM SOLVING; TESTS; INSTRUCTIONAL MATERIAL; RETENTION

The purpose of this study was to ascertain the effects of direct-detailed and directed discovery laboratory methods on selected behavior characteristics of college students during a 3-week period. The 120 students were enrolled in three sections of an electricity course under three teachers. During the first 3 weeks of the experiment, 20 students in one section received the direct-detailed treatment and 40 students in two sections received the directed discovery treatment; treatments were reversed during the second 3 weeks. Pretests indicated no initial differences between groups. Post tests and 4 weeks retention tests were administered and analysis of variance and covariance techniques were used to analyze the results. Findings indicated that the directed discovery method was significantly superior for electrical problem solving performance and equal to the other method on technical information learning, influencing student attitudes toward electricity, and the retention of cognitive content. The appendix includes the tests, experimental instructional materials, and statistical data. This Ed.D. thesis was submitted to the University of Missouri. (EM)

VT 006 863 ED 027 384
Simmel, Arnold
Structure and Change of Some Role Perceptions in Nursing School.

National Institute of Mental Health (DHEW), Bethesda, Md.
EDRS PRICE MF-$0.25 HC-$2.15 MH11014-01
Pub Date - 41p.

*ROLE PERCEPTION; *PROFESSIONAL EDUCATION; *NURSING; HEALTH PERSONNEL; NURSES; *HEALTH OCCUPATIONS EDUCATION; *TASK ANALYSIS; VALUES; EMPLOYEE ATTITUDES; STUDENT ATTITUDES; WORK ATTITUDES

Are new values and norms learned and internalized in professional school? This question and other related ones will be considered in the study of which this paper is a preliminary report. To specify norms and to consider the structure of relations in a set of norms, nursing students' prescriptions of what various kinds of personnel in a hospital should do were studied. At different stages in their educational programs, 129 students (alphas) who had already completed a 4-year liberal arts program, and 53 students who were in the process (betas) responded to questionnaires which listed tasks and requested indications of who generally does and who should do each task. Extensive data include the following findings: (1) a trend toward the classification of tasks by the respondents as intern tasks, professional nursing tasks, and technical nursing tasks, (2) a preponderance of do-responses over should-responses, and (3) greater imputation by alphas than betas of both performance of tasks and obligation to perform them to nursing students and staff nurses. It was suggested that the study of the relatively trivial prescription might be useful in the study of socialization, as a methodological exercise, and a means of generating hypotheses, as well as for the substantive relationship of the prescriptions to the professional development of the student. (JK)

VT 007 286 ED 027 387
Edwards, Ronald K., And Others
An Experimental Pilot Study to Explore the Use of an Audio-Visual Tutorial Laboratory in the Secretarial Skills Area as a Means of Updating and Improving Curriculum Offerings at the Community College Level in Michigan.

Lansing Community Coll., Mich. Accounting and Office Programs Dept.
Michigan State Dept. of Education, Lansing. Div. of Vocational Education
EDRS PRICE MF-$0.25 HC-$1.85
Pub Date - Jun68 35p.

*OFFICE OCCUPATIONS EDUCATION; *AUDIOVISUAL INSTRUCTION; INSTRUCTIONAL INNOVATION; INDIVIDUAL INSTRUCTION; COMMUNITY COLLEGES; CURRICULUM DEVELOPMENT; EXPERIMENTAL CURRICULUM; LABORATORY EQUIPMENT; COMPARATIVE ANALYSIS; STUDENT ATTITUDES; *TEACHING METHODS; *PROGRAMED INSTRUCTION; *MULTIMEDIA INSTRUCTION; CONTROL GROUPS; EXPERIMENTAL GROUPS; TYPEWRITING; OFFICE MACHINES

This study dealt with two skill courses, business machines, and beginning typewriting. The control groups received instruction in the traditional method. The experimental groups attended open laboratory at any time convenient to them to receive their instruction. The groups were compared on the basis of identical performance tests. Materials to instruct the experimental group included 8mm film loops with sound tracks, slides with accompanying narration on magnetic tape, timed writings or production timings on magnetic tape, and hand-out sheets explaining any preparation necessary prior to the instruction. Differences between groups at the .05 level in both beginning typing and business machines indicate that the experimental groups did learn more as measured by the final performance test. Questionnaires indicated that students generally preferred the open laboratory method of learning over the traditional classroom method. Some of the recommendations were: (1) further research in an effort to build a completely individualized curriculum, (2) greater teacher availability by qualified teaching technicians, and (3) enrollment procedures allowing prospective students to begin a section at any time. (MM)

VT 007 318 ED 027 389
Resources for Teaching: Programed Instruction, Community Problems, Nursing Rounds. Report of a Conference for Nursing Instructors (Louisville, Kentucky, October 16-17, 1967).

National League for Nursing, New York, N.Y. Nursing Advisory Service
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
National League for Nursing, 10 Columbus Circle, New York, New York 10019 ($2.00).
Pub Date - 68 47p.

*CONFERENCE REPORTS; *PROGRAMED INSTRUCTION; *TEACHING METHODS; EDUCATIONAL RESOURCES; COMMUNITY INVOLVEMENT; NURSING; *HEALTH OCCUPATIONS EDUCATION; PROGRAM EVALUATION
*CONFERENCE FOR NURSING INSTRUCTORS, LOUISVILLE, KENTUCKY, OCTOBER 16-17, 1967

Representatives of 15 nursing programs participated in the conference conducted by the Nursing Advisory Service of the National League for Nursing and the National Tuberculosis and Respiratory Disease Association, with the assistance of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing and cosponsored by the Kentucky Tuberculosis-Respiratory Disease Association. Speeches include "Programmed Instruction and Its Implications for Nursing Education" and "Critique of a Program" by Hessel Flitter, "The Community Problem" by Bernita Satchell, and "Nursing Rounds: A Method of Using a Patient as a Resource in Teaching" by Virginia C. Dericks. Group discussions and conference evaluations are summarized. (JK)

VT 007 767 ED 027 407
Jenkins, John David
An Experiment to Determine the Effectiveness of Slides and Audio-Tapes for Presenting Manipulative Demonstrations in Graphic Arts.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North ZeebRoad, Ann Arbor, Michigan 48106.
Pub Date - Jan69 117p.

DOCTORAL THESES; *GRAPHIC ARTS; *GRADE 8; *DEMONSTRATIONS (EDUCATIONAL); SLIDES; TAPE RECORDINGS; CONTROL GROUPS; EXPERIMENTAL GROUPS; ANALYSIS OF COVARIANCE; *COMPARATIVE ANALYSIS; *INDUSTRIAL ARTS

This study compared teacher demonstrations with a slide-tape methods of presenting demonstrations in graphic arts. It involved 134 eighth grade students and four teachers in four schools. Random assignment to treatments was made by classes. Four demonstrations randomly selected from a group were (1) composing a line of type, (2) locking-up a type form, (3) preparing the platen press, and (4) cutting a linoleum block. Measures were made on initual learning of terminology and procedural detail, operational procedures, and operation performance. Data were analyzed by analysis of covariance and groups were equated by adjusting means on the basis of intelligence test scores and dynamometer hand strength test scores. Findings included: (1) Initial learning of terminology and procedural detail was significantly better (.10 level) in the teacher demonstration group, (2) There were no significant differences between groups for operational procedures, and (3) Operation performance was significantly better (.10 level) in the teacher demonstration group. Intelligence scores were an effective equating factor but dynamometer test scores were not. (EM)

VT 008 154 ED 028 296
Shriver, Edgar L., And Others
Forecast Systems Analysis and Training Methods for Electronics Maintenance Training. Research Report No. 13.

George Washington Univ., Alexandria, Va. Human Resources Research Office
Department of the Army, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.55 DA-44-188-ARO-2
Pub Date - May64 49p.

*ELECTRONICS; *EQUIPMENT MAINTENANCE; SIMULATORS; *TRAINING TECHNIQUES; RESEARCH PROJECTS; LITERATURE REVIEWS; SYSTEMS ANALYSIS; TRANSFER OF TRAINING; *EXPERIMENTAL PROGRAMS
*TASK FORECAST

An overall description of electronic weapon system maintenance training research which was conducted under Task FORECAST and which was directed primarily toward troubleshooting electronic systems is presented. This training research sought to determine the effectiveness of a method for analyzing electronic systems based on simple logic as opposed to the traditional method based on extensive electronic knowledge. Included in the report are previously unpublished research, assumed electronic-system characteristics, description of methods dealing with test equipment and a contrast between training methods research and content research. Results of the several studies suggest that training based on FORECAST methods produces workers capable of effectively performing troubleshooting jobs with less training time than is required for traditional electronic maintenance training. (EM)

OTHER
RESOURCES
SECTION

VT 002 389   ED 027 371
Titles for Technology: An Annotated Bibliography. Compiled at the 1967 Summer Institute of Technology for Children (Marlton, N.J.).

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Ford Foundation, New York, N.Y.
EDRS PRICE MF-$0.50 HC-$5.45
Pub Date - 67 107p.

*ANNOTATED BIBLIOGRAPHIES; *INDUSTRIAL ARTS; *ELEMENTARY GRADES; FICTION; *REFERENCE BOOKS; *READING MATERIALS; OCCUPATIONS; OCCUPATIONAL INFORMATION
*TECHNOLOGY FOR CHILDREN PROJECT; SUMMER INSTITUTE OF TECHNOLOGY FOR CHILDREN; NEW JERSEY

This annotated bibliography includes about 400 books which are suitable for use in elementary industrial arts. These books, available in the state library system of New Jersey, are organized under 50 topics such as: (1) Automation, (2) Graphic Arts, (3) Machines, (4) Space Travel, and (5) Tools and Measuring. Most of the citations are children's books, however 28 are for professional development of elementary teachers and some are teacher references. Reading level is indicated by the classifications elementary, intermediate, and upper. This bibliography was prepared for use in the Technology for Children Project. (EM)

VT 007 903   ED 028 273
Descriptions and Source Listings of Professional Information in Agricultural Education, 1966-67, 1967-68, and 1968-69.

American Vocational Association, Washington, D.C. Professional Information Committee
EDRS PRICE MF-$0.25 HC-$1.50
Pub Date - 68 28p.

*AGRICULTURAL EDUCATION; *ANNOTATED BIBLIOGRAPHIES; *INSTRUCTIONAL MATERIALS; AGRICULTURAL ENGINEERING; ANIMAL SCIENCE; FORESTRY; *RESOURCE MATERIALS; CONSERVATION EDUCATION; CURRICULUM DEVELOPMENT; FARM MANAGEMENT; GUIDANCE; OCCUPATIONAL OPPORTUNITIES; WORK EXPERIENCE PROGRAMS; SUPERVISED FARM PRACTICE; OFF-FARM AGRICULTURAL OCCUPATIONS; ORNAMENTAL HORTICULTURE; AGRONOMY; TEACHER EDUCATION; SUPERVISION

These annotated bibliographies contain a total of 449 references of professional information in agricultural education published annually. References are organized under headings of: (1) Agricultural Mechanics, (2) Animal Science, (3) Conservation and Forestry, (4) Curriculum Development and Course of Study, (5) Farm Business Management and Marketing, (6) Guidance and Occupational Opportunities, (7) Occupational Experience Programs, (8) Off-Farm Agricultural Occupations and Business, (9) Ornamental Horticulture, (10) Plant Science and Soils, (11) Supervision and Teacher Education, (12) Teaching Aids and Materials, and (13) Miscellaneous. The annotation for each document states the availability and price. (DM)

VT 009 006
Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Summer 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$10.45
Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.75).
Pub Date - 69 207p.

*ANNOTATED BIBLIOGRAPHIES; INFORMATION DISSEMINATION; INDEXES (LOCATERS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Historical Studies, (7) Individuals with Special Needs, (8) Philosohy and Objectives, (9) Research Design and Research Development, (10) Students, Occupational Guidance and Other Student Personnel Services, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 009 007). (HC)

VT 009 007
Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Summer 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$26.75 HC NOT AVAILABLE FROM EDRS.
Pub Date - 69 7,417p.

INDEXES (LOCATERS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS; *ANNOTATED BIBLIOGRAPHIES; INFORMATION DISSEMINATION

Documents announced with VT numbers only in the Summer 1969 issue (VT 009 006) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM), are included in this microfiche set. Microfiche availability for these documents is shown on the Arm resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author index, the vocational and supporting services index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

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AGENCY FOR INTERNATIONAL DEVELOPMENT, WASHINGTON, D.C. OFFICE OF LABOR AFFAIRS
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Proceedings of the National Seminar on Vocational Guidance in the Preparation of Counselors, 1967.

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[1] This index is cumulated annually beginning with the Fall issue of ARM.

[2] Any document with an MP number is available from EDRS by using the appropriate MP number.

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